

INVESTIGATING STUDENTS' EXPECTATIONS OF THE LECTURERS' STYLES IN TEACHING ENGLISH

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Abstract: The teaching style is the way the lecturer delivers material and controls students' activities in the classroom. Teachers have their own teaching style depending on personal and students' needs. Meanwhile, the students have their own expectations regarding the teachers' styles of teaching English as well. This research investigated the university students' expectations of the lecturers' styles in teaching English. It used descriptive quantitative and qualitative methods as the research design. The data were collected by distributing a questionnaire to 45 students and interviewing 9 of them who were randomly chosen from the students majoring in English at one of the universities in Banda Aceh, Indonesia. The quantitative data were analyzed statistically, while the qualitative data were analyzed through data condensation, data display, and conclusion. The results of the research revealed that the dominant lecturer's style expected by the students in teaching English is the combination of facilitator, personal model, and expert styles. The students favored the lecturers who facilitate students' learning activities, give personal examples, and provide detailed information that students need. If the lecturers used only one teaching style, the students said they would get bored and learning would not reach maximum results. The combination of the three styles is a form of the student-centered model in which students play an active role in the learning activity in the classroom.

Keywords: *students' expectations; teaching English; teaching styles.*

INTRODUCTION

In the teaching and learning process, both teachers and students are two aspects that play an important role in achieving learning success. The teachers have the responsibility to change the students positively and motivate them to pursue their goals in learning (Larasati et al., 2019). Meanwhile, students should understand their roles, such as how to be a good learner and what they truly need and expect from their teachers. By knowing their roles, both teachers and students would know what to expect from each other and a

good relationship between them will create successful learning.

Teachers are expected to be knowledgeable to create an effective teaching atmosphere, such as the lesson content, strategic methodologies, and skillful delivery of ideas to the students. For example, when teaching the English language, teachers should not only be able to transfer knowledge to students, but they also need to create enjoyable classes so that students are not bored during class activities (Sari, 2018). Teachers who have good relationships with

students will positively impact learning, and students will persist if they are attentive to the learning process.

Even though every teacher has the same goal, they have different styles of delivering materials or information to students during the teaching and learning process. This is known as the teacher's teaching style. Grasha (2002) defines that teaching style as a conceptual model of teaching and learning from the teacher to control students' ideas and activities in the classroom. Suppose the teacher teaches students using a teaching style that students prefer. In that case, the students can better understand what is being taught because the teaching style is suitable to gain their attention and focus. Based on this reason, to create an ideal atmosphere in the classroom, the teachers need to choose a teaching style that can explain the lessons well, foster students' motivations, employ suitable learning media, and guide and direct students in learning (Suparno et al., 2006).

Students have expectations and preferences regarding how the teachers should be when teaching them, which affects their enthusiasm for learning (Loveta et al., 2020). When entering the classroom, students may have some images of the lecturer's style that intrigue their participation in the teaching and learning activities. The ability of teachers, as shown in the classroom, plays an essential role in provoking effective and efficient learning on the students' part (Markley, 2004). The use of varied teaching styles can prevent students from boredom in learning and make them feel more motivated to learn (Idhaufi & Ashari, 2017). However, when this expectation is not fulfilled by the teachers, negative responses will be elevated from the students' side. They will be challenged to broaden their range by having to adjust to the lecturer's teaching style (Ph'ng et al., 2016).

The purpose of teaching can be achieved by applying good teaching styles. However, many universities and educational institutions are still concerned with focusing on teacher-oriented learning (Rauf, 2017). Today, learning methods should shift to student-oriented learning, creating a variety of teachers' teaching styles to develop their skills in the teaching-learning process. The teachers' teaching styles are among the significant aspects that the teachers must pay attention to in the classroom. It takes a significant shift in thinking and execution to go from teacher-centered learning to student-centered learning (Gal, 2020). Most teachers still use

conventional teaching styles that see teaching as a "transfer of knowledge", regardless of students' current conditions and backgrounds. For instance, English instruction lacking to take into account students' learning styles may be one of the many reasons why English education is unsuccessful (Masela & Subekti, 2020).

A study by Ahmed et al. (2020) in Pakistan found that female students who had better achievement or scores in their classes were taught by lecturers who mostly used formal authority, role model, delegator, and facilitator styles. Meanwhile, Tindog and Celestial (2021) discovered that directing and delegating are the dominant teaching styles among Philippine English teachers, and these teachers' teaching styles significantly affect students' learning strategies and their average academic performance in English. In teaching students of different cultures, teachers should also be aware of the 'cultures of learning' (Xiao, 2007). This is such as the case that Xiao (2007) investigated on Irish teachers teaching Chinese students in Ireland, mutual responsibility to gain intercultural understanding is essential to ensure effective teaching and learning outcomes. Her study concludes that the teachers' teaching style must meet the learners' culture of learning such as their needs, wants, capacities, potentials, and learning style preferences to foster and meet the learners' expectations.

In Indonesia, most of the previous studies on English teachers' teaching styles were mainly carried out at the high school or junior high school level (Anggriani & Nurrohmah, 2018; Khoirunnisa, 2023; Salman et al., 2021; Wahidiyati, 2009), but not many studies have been done at the university level. The latest studies on university lecturers were conducted by Nofita (2020) in Aceh and Muhdar et al. (2022) in South Sulawesi. Despite the curriculum now requiring the teaching and learning process to be teacher-centered, the English students in Aceh preferred the lecturers' teaching style in English-speaking classes to be the formal authority teaching style by further providing them feedback after their speaking performance. Meanwhile, the study by Muhdar (2022) found that even though the lecturers have applied more than one teaching style in the classroom, most of the students still felt bored in class. The results of this study showed that further investigations on what the university students majoring in English need from their lecturers' teaching styles to increase their learning participation in class are still

needed. Therefore, this research intends to fill in the gap by researching the university students' expectations of their lecturers' styles in teaching English. Knowing the students' preferred teaching styles in the classroom, may help educators study the various teaching styles used from different points of view and understand the importance of reflecting on and adjusting their teaching styles based on the needs of their students.

Teaching is the main task of the teacher in learning. According to Brown (2000), teaching is defined as assisting someone in learning how to do something, providing instructions, assisting in the study of something, supplying with knowledge, causing to know or understand the practice of learning. Meanwhile, expectations are individuals' perceptions or estimates that arise based on individual tendencies to act in certain ways, intending to get results from these actions (Wicaksono, 2021).

Expectations are a critical consideration in determining students' satisfaction (Pinto & Anderson, 2013). Students are most likely to have self-expectations and beliefs based on prior achievements, experiences, and aspirations of their parents and teachers (Rubie-Davies et al., 2010). Their satisfaction is the level of feelings expressed after comparing perceived results to expectations. Their expectations are also one of the important things that the lecturers should be aware of to get a good outcome (Eriani et al., 2019). Students expect lecturers to have certain qualifications to accomplish their teaching duties. These duties are such as having adequate field knowledge, effective communication skills with students, classroom management skills, skills for teaching activities, and utilization of appropriate teaching methods and techniques (Orakci, 2020).

The teaching style is one of the most important roles in teaching and learning. It is an activity that provides an overview of how a teacher delivers material, interacts with students, manages classes, controls, and supervises the learning process (Sheikh & Mahmood, 2014). The teachers' teaching style is a conceptual model applied in the teaching and learning process to achieve learning objectives. They can determine whether or not the quality of learning in the classroom is successful or not. Teachers greatly influence students' motivation in teaching and learning. The discrepancy in the teachers' teaching style can lead to failure to deliver materials, as well as the students' behaviors in the classroom (Rafasah, 2019).

There are many types of teaching styles. Grasha (2002) offers five different teaching styles, and they are:

Expert style. Expert style is highlighted by teachers who have the knowledge and skills that students need. Teachers who practice this style can display detailed knowledge and challenge their students to improve their competence. The advantage of this teaching style is that students gain knowledge, information, and skills that can benefit their experiences. However, presenting detailed knowledge in the classroom can be daunting to less experienced students if this information is overused.

Formal authority. Formal authority is when teachers of this style always give positive or negative feedback to the students, including learning goals, expectations, and student behavior rules. This is a teacher-centered method in which the teachers feel responsible for supplying and regulating the flow of materials and the students are expected to accept them. They assume that the teaching should be delivered in a consistent, accurate, and accepted by students. The advantage of this style is that the teachers focus on clear expectations and achievable goals.

On the other hand, a heavy emphasis on this style will result in rigid, simplified, and less flexible ways of managing students and their concerns. Teachers who employ this teaching style are less interested in forming relationships with their students and are less concerned about their students who form relationships with other students. This style of instructor typically does not need many students' interactions in class.

Personal model style. The teaching should be done using personal examples. The teachers act as a prototype for students on how to think and behave. In addition, the teachers will supervise, guide, and direct students by showing them how to do something. Then the teachers encourage students to observe and imitate the teachers as role models. Teachers with a personal model teaching style tend to run teacher-centered classrooms.

Facilitator style. The facilitator style emphasizes teacher-student interaction. The teachers provide guidance and direction by asking questions, providing options to explore, suggesting alternatives, and developing criteria for making informed choices. The overall goal is to develop students' ability to act and be responsible independently. This teaching style emphasizes student-centered learning. The teachers provide a lot of support and

encouragement to students working on projects. This teaching style is better suited for students who are comfortable with independent learning and who can actively participate and collaborate with their peers.

This type of teacher will frequently attempt to develop learning settings and activities that require students to analyze and apply course knowledge in innovative and creative ways. The benefit is that teachers focus on the students' needs and goals, allowing them to explore options and alternative courses of action. However, the disadvantages of this style are that it takes a long time and can be ineffective when a more direct approach is required.

Delegator style. The delegator style is concerned with developing students' ability to learn autonomously and encouraging them to work when implementing a project. The lecturer frequently allows students to devise and carry out their complex learning projects and will act as a consultant. The students are frequently required to work independently or in groups, and they must be able to retain motivation and attention when working on complex projects.

Students who are involved in this setting learn more than just course content; they must also be able to work well in groups and manage numerous interpersonal responsibilities. In this style, the teachers help students to perceive themselves as independent learners. However, some students may feel unconfident and become anxious when given autonomy.

The teachers' teaching styles may differ depending on the context and the needs of their students and no single teacher in an educational setting follows only one style. Grasha (2002) maintains that each style is not a box into which faculty members fit; rather, all the aspects described are present to varying degrees within instructors' attitudes and behaviors. The teachers cannot be neatly classified into one teaching style, but they can blend each of the five teaching styles to varying degrees. Grasha (2002) groups the five teaching styles into four clusters:

Cluster 1 – Expert/Formal Authority: tends toward a teacher-centered classroom in which information is presented and the students receive knowledge.

Cluster 2 – Personal Model/Expert/Formal Authority: It is a teacher's centered approach that emphasizes modeling and demonstration. This approach encourages the students to observe the processes as well as the content.

Cluster 3 – Facilitator/Personal model/Expert:

It is a student-centered classroom design. The lecturer provides activities, social interactions, or problem-solving situations that allow students to explore the course learning process.

Cluster 4 – Delegator/Facilitator/Expert: It places much of the learning burden on the students. The teachers provide complex tasks that require the students' initiative to complete. However, students learn in many ways – by seeing and hearing, reflecting and acting, reasoning logically and intuitively, memorizing and visualizing. Teaching methods also vary.

Moreover, drawing a clear border between teacher-centered and student-centered styles might be a demanding task and teachers may be able to combine teacher-centered and student-centered teaching styles for an effective teaching-learning process.

METHOD

This research used mixed methods; quantitative and qualitative. Creswell and Clark (2018) define mixed methods as research where the researchers collect and analyze data in response to research questions, integrate findings, and draw conclusions inferentially. In this study, the researchers used a set of questionnaires administered to English major students from one of the universities in Banda Aceh, Indonesia. The questionnaire inquired about the lecturers' teaching styles in teaching English that students expected. To gain more detailed information, the researchers conducted interviews with students to understand the students' personal views and experiences on the lecturers' styles of teaching English.

A number of 45 students filled in the questionnaire. From this number, 20% were purposively chosen for the interviews, making a total of 9 students. The questionnaire used was adapted from Sariniwati (2021), in which she based on Grasha's theory (2002), known as the Teaching Style Survey. In the questionnaire, there were 21 items, inquiring about teachers' five teaching styles. Each item was classified into five scales namely 'strongly agree' (5), 'agree' (4), 'neutral' (3), 'disagree' (2), and 'strongly disagree' (1). Each type of teaching style was represented by statements arranged in sequences. Table 1 shows the questionnaire used in this study; the items are presented in both English and Indonesian to avoid students' confusion in comprehending the statements. While Table 2 shows the specifications of each item in the questionnaire.

Table 1. *Questionnaire on English lecturers' teaching styles (adapted from Grasha (2002) and Sariniwati (2021))*

No	Statements	SA	A	N	D	SD
		5	4	3	2	1
1	Explaining and displaying the material in detail are effective methods.					
2	Teachers use the lecturing method for half of the learning process.					
3	Challenge the students by giving the quiz of the day.					
4	The teacher brings the students to have extensive knowledge.					
5	Students describe the standards and expectations as somewhat strict and rigid.					
6	The teacher uses the standard ways of teaching English.					
7	Students receive frequent verbal/written comments on their performances.					
8	The teacher sets high standards to achieve effectiveness in learning.					
9	The teacher shows us how to do things.					
10	Clear instructions are given by the teacher on how to complete the task.					
11	The teacher often shows students how we can use various principles and concepts.					
12	Teachers use their personal experiences to illustrate the material.					
13	The teacher established group discussions to develop students' critical thinking.					
14	Teachers apply methods which appropriate to students' learning styles.					
15	Teachers apply activities that can grow the responsibility of students.					
16	Teachers give students a lot of personal support and encouragement to do this course.					
17	The teacher encourages group discussion in the class.					
18	The teacher gave us a project to be done in class.					
19	Teachers expect us to learn autonomously through discussion in class.					
20	Students choose their alternative ways to do the task freely.					
21	Teachers ask students to do activities of learning through direct experience.					

Table 2. *Specifications of the teaching style survey (adapted from Grasha (2002) and Sariniwati (2021))*

No.	Teaching Style	Items
1	Expert style	1, 2, 3, 4
2	Formal Authority	5, 6, 7, 8
3	Personal Model	9, 10, 11, 12
4	Facilitator	13, 14, 15, 16
5	Delegator	17, 18, 19, 20, 21

Meanwhile, three main questions were prepared to obtain a depth of information about the university students' expectations of their lecturers' style in teaching English. They are: (1) How was your English class? (2) Do you think the lecturer's teaching style matches your expectations? Explain. (3) What is the lecturer's style in teaching English that you expect in the classroom? Why?

This research used a semi-structured interview (Ary et al., 2010; Creswell, 2012), and probing questions were expanded from the main questions to further dig up information from the students. The interviews were conducted in English, and audio recorded by the third researcher, and each interview lasted about 15 to 30 minutes. The results were further transcribed.

The data collected from the questionnaire were analyzed and explained descriptively. The researchers first calculated the percentages of students' responses. The formula used in the calculation was simple percentages (Arikunto, 2021). Next, the answers were categorized based

on levels as proposed by Sugiyono (2014).

Table 3. *Criteria percentage of students' responses of lecturer's teaching style (adapted from Sugiyono, 2014).*

Interval (%)	Criteria
81% - 100%	Very high
61% - 80%	High
41% - 60%	Sufficient
21% - 40%	Low
0% - 20%	Very low

The transcription from the interviews was analyzed based on the steps of qualitative analysis proposed by Miles et al. (2014). They are data condensation, data display, and conclusion drawing/verifying.

RESULTS AND DISCUSSION

The results of the questionnaire

The results from the questionnaire are presented in this section. They are divided based on the teachers' teaching styles (in this case, lecturers).

Expert style

Table 4 shows the students' responses to the expert teaching style items in the questionnaire.

Table 4. *The result of students' responses on expert style*

Number of Statements	Result of Students' Responses				
	SA	A	N	D	SD
1	22	21	2	0	0
2	7	18	15	5	0

3	10	20	12	2	1
4	38	7	0	0	0
Total	77	66	29	7	1

Based on Table 4, the scores and percentages of frequency of students' responses to the expert teaching style were calculated as shown in Table 5.

Table 5. Percentages of frequency of expert teaching style

Number of Items	Alternative Answer	Frequency	Score	% Frequency
1-4	SA	77	385	42.78
	A	66	264	36.67
	N	29	87	16.11
	D	7	14	3.89
	SD	1	1	0.56
Total		180	751	100

Calculation:

$$\text{Maximum score} = 5 \times 45 \times 4 = 900$$

$$\text{Minimum Score} = 1 \times 45 \times 4 = 180$$

$$\text{Total Score} = 751$$

$$\text{Percentage Score} = 751/900 \times 100 \% = 83.44 \%$$

Based on Table 5, the percentage of expert teaching style was 83.44%, indicating that the expert teaching style was classified as a very high category. Most students felt at ease when the lecturers performed the teaching activities that referred to the expert teaching style.

Formal authority style

The responses from the students for each formal authority teaching style item in the questionnaire are displayed in Table 6.

Table 6. The result of students' responses on formal authority style

Result of Students' Responses					
Number of Statements	SA	A	N	D	SD
5	3	13	18	9	2
6	5	15	17	7	1
7	6	15	21	2	1
8	5	16	14	9	1
Total	19	59	70	27	5

Based on Table 6, the scores and percentages of frequency of students' responses to the formal authority teaching style are presented in Table 7.

Table 7. Percentages of frequency on formal authority teaching style

Number of Items	Alternative Answer	Frequency	Score	% Frequency
5-8	SA	19	95	10.56
	A	59	236	32.78
	N	70	210	38.89

D	27	54	15.00
SD	5	5	2.78
Total	180	600	100

Calculation:

$$\text{Maximum score} = 5 \times 45 \times 4 = 900$$

$$\text{Minimum Score} = 1 \times 45 \times 4 = 180$$

$$\text{Total Score} = 600$$

$$\text{Percentage Score} = 600/900 \times 100 \% = 66.67 \%$$

Based on the results in Table 7, the percentage of formal authority teaching style was 66.67%, meaning that the formal authority teaching style is in the high category. Some students were comfortable when the lecturers conducted the learning process with the formal authority teaching style.

Personal model style

Table 8 shows the responses of the students for each personal model teaching style item in the questionnaire.

Table 8. The result of students' responses on personal model style

Result of Students' Responses					
Number of Statements	SA	A	N	D	SD
9	25	16	3	1	0
10	26	14	4	1	0
11	13	27	3	2	0
12	12	19	11	2	1
Total	76	76	21	6	1

Based on Table 8, the scores and percentages of frequency of students' responses to the personal model teaching style can be seen in Table 9.

Table 9. Percentages of frequency on personal model teaching style

Number of Items	Alternative Answer	Frequency	Score	% Frequency
9-12	SA	76	380	42.22
	A	76	304	42.22
	N	21	63	11.67
	D	6	12	3.33
	SD	1	1	0.56
Total		180	760	100

Calculation:

$$\text{Maximum score} = 5 \times 45 \times 4 = 900$$

$$\text{Minimum Score} = 1 \times 45 \times 4 = 180$$

$$\text{Total Score} = 760$$

$$\text{Percentage Score} = 760/900 \times 100 \% = 84.44 \%$$

Based on Table 9, the percentage of personal model teaching style was 84.44%, denoting that the personal model teaching style was classified as a very high category. Most students felt comfortable when the lecturers used the learning

process that referred to the personal model teaching style.

Facilitator style

Table 10 shows the responses of the students on the facilitator teaching style items in the questionnaire.

Table 10. *The result of students' responses on facilitator style*

Result of Students' Responses					
Number of Statements	SA	A	N	D	SD
13	16	23	4	2	0
14	25	17	2	1	0
15	23	20	1	0	1
16	17	21	6	0	1
Total	81	81	13	3	2

Based on Table 10, the scores and percentages of the frequency of students' responses to the facilitator teaching style are shown in Table 11.

Table 11. *Percentage of frequency of facilitator teaching style*

Number of Items	Alternative Answer	Frequency	Score	% Frequency
13-16	SA	81	405	45.00
	A	81	324	45.00
	N	13	39	7.22
	D	3	6	1.67
	SD	2	2	1.11
Total		180	776	100

Calculation:

Maximum score $5 \times 45 \times 4 = 900$

Minimum Score $1 \times 45 \times 4 = 180$

Total Score 776

Percentage Score = $776/900 \times 100\% = 86.22\%$

Based on Table 11, the percentage of facilitator teaching style was 86.22 %, indicating that the facilitator teaching style was classified as very high. Most students expected the lecturers to carry out activities in the classroom that refer to the facilitator teaching style.

Delegator style

Table 12 shows the responses of the students on the delegator teaching style items in the questionnaire.

Table 12. *The result of students' responses on delegator style*

Result of Students' Responses					
Number of Statements	SA	A	N	D	SD
17	12	26	7	0	0
18	17	21	5	2	0
19	5	20	12	6	2
20	15	18	6	5	1
21	12	22	10	1	0
Total	61	107	40	14	3

Based on Table 12, the scores and percentages of frequency of students' responses to the delegator teaching style are displayed in Table 13.

Table 13. *Percentage of frequency of delegator teaching style*

Number of Items	Alternative Answer	Frequency	Score	% Frequency
13-16	SA	61	305	27.11
	A	107	428	47.56
	N	40	120	17.78
	D	14	28	6.22
	SD	3	3	1.33
Total		225	884	100

Calculation:

Maximum score $5 \times 45 \times 5 = 1125$

Minimum Score $1 \times 45 \times 5 = 225$

Total Score = 884

Percentage Score = $884/900 \times 100\% = 78.58\%$

Based on Table 13, the percentage of the delegator teaching style was 78.5 %, indicating that the delegator teaching style was categorized as high. Most of the students were comfortable when the lecturers conducted the learning process that referred to the delegator teaching style.

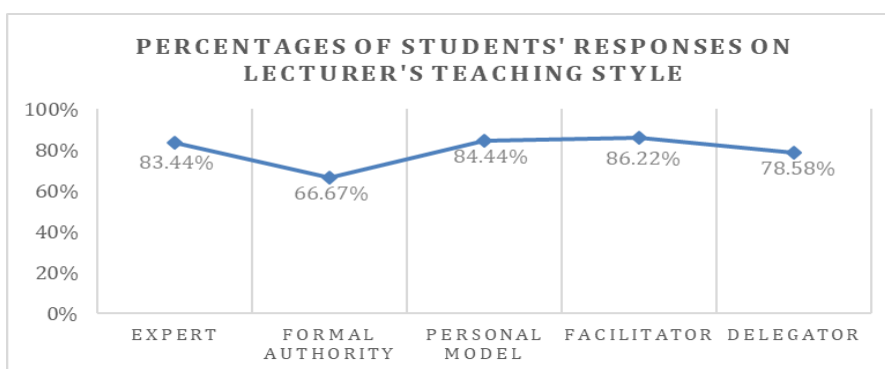


Figure 1. *Percentages of students' responses to lecturer's teaching style*

Figure 1 illustrated the differences in percentages between the teaching styles, where the expert, personal model, and facilitator styles are small. The percentages of the expert teaching style were 83.44 %, the personal model teaching style was 84.44 %, and the facilitator teaching style was 86.22%. It can be said that the students preferred the lecturers to carry out learning activities by combining the facilitator style, personal model style, and expert style in teaching English in the classroom. The least styles preferred by the students were the delegator teaching style with 78.58 % and the formal authority teaching style with 66.67%.

The results of interviews

In the interviews, the first guided question asked was about the students' learning experiences in classes. Most of the students agreed that their classes were fun and interesting.

“Most of the classes were fun.” (ST4)

“In my opinion, while studying at the Department of English Education, the classes varied. The variation seen here is in the lecturers' styles when teaching in their classes. I say fifty-fifty...this means 50% are fun, interesting, and easy to absorb the learning materials, but there is also another 50% that I feel the way some lecturers teach needs to be improvised so that students do not feel bored and can quickly absorb the materials taught in the classes.” (ST5)

“In my opinion, so far from the first semester until the eighth semester, it has been fun. A lot of experiences can be drawn from each class from various lecturers.” (ST7)

“My classes so far have been quite fun and I also received the learning well. However, each lecturer certainly has ups and downs when teaching in the classrooms.” (ST2)

The second question was related to the suitability of the lecturers' teaching styles to the students' expectations. Most of the teaching styles applied by lecturers in the class have fulfilled students' expectations. However, they deemed that the lecturers must continue to improve their teaching styles to achieve more effective learning. The students' answers can be seen in the following excerpts.

“Some lecturers fulfill my expectations and some lecturers are beyond expectations or not

according to my expectations.” (ST4)

“Most of the lecturers at our department have implemented teaching styles according to my expectations such as explaining the materials and then giving examples, but not demanding the students to become something more meaningful, such as not demanding too much. They prefer to provide material in the form of facts that have not been known by students in class. This is in line with my expectations. However, teaching styles that do not meet my expectations are such as some lecturers whose teaching methods are not very clear but require students to find out for themselves and then do the assignments given in front of the class. I think that is not good because sometimes there are things that students do not understand how to do the assignment. So, the impression is that the lecturer is not able to convey the materials.” (ST5)

“Alhamdulillah, during the learning process from the first semester until now, whether offline or online, most are as I have expected. However, some things are still lacking when online learning. During online learning, the lecturers sometimes focus more on giving assignments to students. I hope that the lecturers can do better in teaching, guiding, and facilitating students in the classroom.” (ST7)

“Alhamdulillah, the lecturers' style of teaching English in the classroom is in line with my expectations but I hope there will be an evaluation or improvement in the teaching and learning process that can motivate students to study more.” (ST3)

“In terms of expectations, of course, all students hope that all lecturers are good, but what I found was not all of them are in line with the students' expectations. Some of them were far from my expectations. For example, a lecturer who often gives assignments, but is rarely present in class. Then another example is the dominant lecturer who talks too much or talks about things not relating to the learning materials.” (ST2)

The last question was about the students' expectations of the lecturers' styles in teaching English in the classroom. Some of the lecturers' teaching styles mentioned by the students in the interviews included lecturers who always supervised and facilitated students, lecturers who showed them how to do things, and lecturers who provided detailed information on learning material. The results were similar to the data

gained from the questionnaire. Below are the excerpts of the students' answers.

"My expectations of the lecturers, when teaching in class, I hope that they can guide students. I enjoy learning with practice. I also enjoy studying in groups with my friends and doing presentations. Then I also like it when the lecturer gives lectures, but not throughout the class, but also related to learning in class. Then I also like lecturers who motivate students, and those who give advice. My expectations, I hope that the lecturers can facilitate students, able to provide materials where all students can gain a better understanding." (ST7)

"I prefer lecturers who like to ask students to do group presentations in front of the class. Apart from building self-confidence, it also helps me in public speaking." (ST3)

"Everyone has a different way of learning. My expectation for the lecturer's way of teaching is that, if possible, in the class, maybe a mix of two to three styles, not too much teacher-centered. The lecturer should provide the materials efficiently. For example, the lecturers have their own portion of when they must give a lecture about material, and then there is also another portion when they become a facilitator. For example, in a class, there are two hours for study time, the first hour or the first 30 minutes the lecturers can explain the material so the students understand what the lecturer wants the student to do. Now in the next hour, the lecturer can become a facilitator in the sense that they can form a group for students in class. Then facilitate the students when students want to ask questions. They can become a facilitator. And finally, in the last hour, they can also give time for students to be more active in class. For example, maybe directing students to make presentations or asking questions that can stimulate students' thinking in class so that students look more active in class than the lecturer himself. And there must be cooperation between students and lecturers so that the expectations desired by both parties can be realized and achieved." (ST5)

"The teaching style of the lecturer according to my expectations is the lecturer who explains the material in a lecture but not a rigid lecture such as using the old style like explaining the material from the book. Because lectures like that will make students bored, and become passive learners. However, if the lecturer explains in his/her own style or maybe interacts with his/her experiences that are around us, or

is given group assignments, or individual assignments, this makes it easier for students to understand the material and be active learners." (ST9)

"I like lecturers who share their experiences studying abroad. Thus, the students are more motivated. Then I also like lecturers who explain a little theory at the beginning, and then just give practical assignments or other assignments to students." (ST8)

"They explain the material and give examples, but they don't require their students to be something more. Lecturers are more likely to give examples such as facts that the students in the class don't know." (ST1)

"I like lecturers who teach and explain the material in detail. The lecturer also facilitates and provides opportunities for students to be creative with their own creativity but also under the supervision of the lecturer. Besides that, the lecturers who become my expectations are lecturers who want to give direct examples of the material presented, for example, such as lecturers giving examples of correct pronunciation, then also lecturer who always gives examples first before giving assignments to students." (ST4)

Based on these responses, it can be concluded that a majority of the students find their English classes fun and enjoyable. Most of the lecturers delivered learning materials in an entertaining and informative manner. Therefore, the lecturers' teaching approaches in class have generally met the students' expectations. However, some pose concerns and suggestions that the lecturers must continue to improve their teaching styles to achieve more effective learning. They mentioned that they expected lecturers who can supervise students and play a more central role in designing projects and activities for students. Lecturers should provide opportunities for students to be active in class. Most students also confirmed that they prefer lecturers who showed them how to do things. They also pointed out they preferred lecturers who provide detailed information related to learning materials. To conclude, the students preferred the facilitator style combined with the expert style and the personal model style

The results of this study from the questionnaire revealed that the facilitator style received the highest score among the other five teaching styles. Based on Grasha (2002), the facilitator style provides guidance and direction to students, providing options for consideration,

recommending alternatives, and developing criteria for making decisions. For example, in the first meeting of the class, the lecturer discusses course guidelines with students and makes decisions based on mutual agreement. The lecturer then frequently provides opportunities for students to express their thoughts on the material that has been presented by the lecturer throughout the course. This is in line with the research conducted by Humaira (2018), where teachers should frequently give support and ideas for decision-making, and encourage students to establish appropriate criteria for learning. In the facilitator style, the lecturer provides assignments to students as positive reinforcement to assist them to comprehend the content in depth. The lecturer also provides direction to students before working on assignments. Then the lecturer helps students find new ideas to solve existing problems when completing their assignments as well. Soleimani (2020) agrees that in the facilitator style, the learners should not see teachers as simply providers of knowledge, but should instead use a variety of resources to acquire the lessons.

This study further revealed that the personal model received a percentage that is in the criteria of 'very high'. This style is on the second level after the facilitator style. Based on Grasha (2002), the personal model is concerned with showing students how to do something, and the lecturers act as role models. They prepare tools and materials for hands-on practice, and they guide prefer to show students what they are explaining step by step (Suparno et al., 2006), often by using visual aids such as PowerPoint presentations, handouts, and learning videos. They give tips that are easy for students to do. Moreover, they invite students to do as they have exemplified and reprimand students who do not complete assignments without following the rules. Most of the students like to learn English with examples from the lecturers' personal experiences. These direct examples can make it easier for them to understand the learning materials. Therefore, lecturers must put forward students' participation in class for effective learning.

Furthermore, the expert teaching style is also included in the criteria of 'very high'. Based on Grasha (2002), the expert style emphasizes teachers demonstrate detailed knowledge and challenge their students to improve their skills. In learning English, the students need detailed information about the topic to make them better understand the material. Perhaps this was why

most students in this study chose this style as their expectation of the lecturers' style in teaching English. However, they also suggested that lecturers need to combine this expert style with other teaching styles. If only one style is used, it makes the learning process to be tedious (Sari, 2018), and pressures students to attend class. Therefore, the use of teaching styles greatly affects the success of students in understanding the learning material (Tindog & Celestial, 2021).

Based on the delegator style, the percentage obtained from students' responses is interpreted as 'high'. Grasha (2002) states that the delegator style is concerned with developing students' ability to learn autonomously in the classroom. The lecturers direct students to find learning materials related to certain subjects. Then, the students are asked to do the tasks autonomously because this style deals to develop autonomous thinking among learners (Ahmed et al., 2020). The assignments are frequently earning projects that employ a consultancy role to solve problems. The lectures still guide students and become consultants in transmitting knowledge, setting goals, and providing feedback (Ahmed et al., 2020). The lecturers observe students' progress and provide solutions to students' worries. However, the students in this study informed that some lecturers are not clear in giving instructions when assigning projects, this made them anxious because they are confused to choose their own alternative ways to do the task autonomously. Therefore, the students needed in-depth guidance from the lecturers regarding the given project and they expected the lecturers to improve their instructions in the future.

Based on the formal authority teaching style, the percentage obtained is included in the 'high' criteria. Grasha (2002) states that the formal authority teaching style focused on giving positive and negative feedback on students' outcomes. The lecturers give a major concern on providing the treatment with a standard form, accurate, and teaching goal set by the university's academic administration. This is the lowest style that was chosen by the students in this study. They assumed the standards and lecturers' expectations of them as strict and rigid. The high standards make students feel pressured and less flexible to enhance their ability to master English skills. This is different from a previous study conducted by Nofita (2020) which revealed that the formal authority teaching style was more dominantly preferred by the students to be applied in English-speaking classes. The way

lecturers deliver their comments after speaking performance affected students' self-confidence.

Further results from the interviews in this study revealed that most of the students did enjoy and understood the materials being taught by their lecturers. They find that the teaching styles applied by the lecturers good and they favored the facilitator style used by lecturers when teaching English, analogous to the results of Ahmed et al. (2020). The students agitated for improvement, such as updating their teaching styles to suit the needs of students. This is as asserted by Xiao (2007), that accommodating the students' learning needs is essential so that they can better achieve their learning goals. Thus, learning will be varied and fun.

Even though the students favored the facilitator style used by lecturers when teaching English, they also called for a combination of the styles (Khoirunnisa, 2023). They solicited that the facilitator style would be more effective if it was combined with the expert style and personal model style. This finding is in line with Loveta et al. (2020) who found that students prefer varying teaching styles in practice, which means that they like it when teachers teach depending on the classroom circumstances at the moment of the class. Grasha (2002) further explicated that the facilitator, personal model, and expert style fall into cluster 3. The teaching styles in cluster 3 are the student-centered model for the classroom. Here, the lecturers design activities, social interactions, or problem-solving situations that allow students to practice the processes for applying the course content. In the teaching and learning process, the lecturers provide opportunities for students to act independently, creatively, collaboratively, and communicatively. The lecturers should explain the points in the subject matter interactively to attract the students' attention to the lecturer's explanations. The lecturer delivers subject matter more flexibly and creatively instead of sticking to the language in books or other learning resources. In addition, the students can easily understand the lesson if the lecturers provide direct examples related to the topic being discussed (Tindog & Celestial, 2021) in which the lecturer acts as a role model and the students imitate what the lecturer exemplifies. Giving examples related to the lecturer's personal experience can be used as self-reflection for the students to be motivated to learn. Thus, the teaching and learning process does not become stiff and boring (Sari 2018).

CONCLUSION

Based on the results of this research, the students' expectations of the lecturers' styles in teaching English were the facilitator style combined with the personal model style and the expert style. Most students agreed that combining teaching styles was more effective than using only one teaching style. Because if the lecturers used only one teaching style, the students will tend to get bored and learning would not reach maximum results. The combination of the three styles is a form of the student-centered model in which students play an active role in the learning activity in the classroom.

Finally, this research may be extended by further researchers who have a similar same interest in identifying teachers' teaching styles. More respondents can be considered and broader areas of research locations are also suggested in the future to further understand the needs and expectations of students while learning in class.

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