
STUDENTS' PERSPECTIVE: LECTURE'S TEACHING STYLE IN THE CLASS AT ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY BONE

By

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Abstract

The study of teaching style is needed to provide several contributions to teachers and prospective teachers in teaching. The purpose of this study was to find out the type of teaching style of lecturers conducted in English department. The subject of the research was English department at which consists of 16 students. The research use qualitative method. The instruments to collect the data were observation checklist and questionnaire. The result of the research showed that there are 10 item main types of teaching style which are, *The expert type, formal authority, personal, facilitator type, the elementary, intermediate, creative / intractional, Democratic, Indifferent, classical teaching style* with 23 sub items category and there are several new style of taching based on their perspective. Some of the lecturer were use more than one teaching style and it depends on the situation, material that they will present, and their personalities. However most of students fell bored when the leacture always give task by presentation and lecturing.

Keywords: Teaching Style

INTRODUCTION

The ability to teach teachers using appropriate methods is a demand that must be met by an educator. The use of methods is necessary to convey material or teaching material is well achieved. This method was related to the success of teaching and learning process which the result was determine the achievement that was achieved by the students. Students' views on the teaching style of their lecturers are also very important in order to establish good interaction in the process of teaching and learning in the classroom. Students give their opinions about what they see and experience during the learning process.

Teaching style is a way of teachers/lectures to facilitate for students in order to receive the subject matter that is delivered, as well as a tool to overcome the boredom of students and increase student learning interest in receiving lessons. Differences in teaching styles also show one of

the fastest and best ways for any individual to be able to absorb an information from outside himself. In the process of teaching and learning, teachers have a major role in determining the quality of teaching that is implemented, namely to provide knowledge (cognitive), attitudes and values (affective), and skills (psychomotor) to students Tandziduha Ndraha (1998).

Most of English lecturers at does not know their teaching style . Result in the student if it has not been fulfilled, it was make students become saturated in learning. On the other hand, there are still many complaints related to teaching and learning process, that is teaching style of lecturers, for example: students feel unprofessional, unattractive, undisciplined, unfair in judgment and their relationship is not harmonious. Seeing and observing the condition that the style of teaching is very influential on the quality of learning.

Problem Statement

Based on the background above, so the problem statement as follow:

1. hat types of lecturer's teaching style at English Department?
2. What are the students' perspective on teaching style of lecturer at English Department?

LITERATURE REVIEW

Teaching style as a pattern of needs, beliefs, and behavior is very important to support a student's success. Many researchers have conducted research on teaching styles, related to this research, the researchers selected some literature about previous research relevant to this research. There are 5 previous studies related to this research:

Anthony F. Grasha (1995). "The Integration of Teaching And Learning Styles in The Classroom". He do this research to define our styles as teachers, to understand it, to develop it, and to use it effectively moving beyond the limited and negative sense in which it is sometimes perceived. Sara Ashworth, et al (1998) Defining and Implementing a teaching style. This paper was offer a definition that unifies these terms and provides guidance that can help in the rapid identification and arrangement of sequences for applying various teaching and learning options.

But all this does not change the fact that it all depends on student cooperation. In choosing to work together, students make a significant contribution to the management of interactions taking place in the classroom. This contribution is critical to the success of the interaction, and to the success of the lesson itself as a social event in the lives of both teachers and learners. There are three stages of teaching and learning process, namely: (1) the opening stage, (2) the core stage, (3) the closing stage. At the opening stage, a teacher starred in the class with pre-activity before following the lesson.

There are several activities in this section, such as greeting students, calling on

their roles, reviewing previous lessons, asking questions, and sharing. The goal is to prepare students before they introduce a new lesson. Mortimore (1993), as quote ofyan (2009) states that there are several attempts that can be done by teachers in the opening stages of teaching activities: (1) teachers must improve students with upcoming material; (2) Teachers should inform coure and couse objectives outlined for several reasons, the objectives of course can be formulated by teachers with students; (3) the teacher may inform the steps of the teaching activity and inform the allegations required to achieve the objectives; (4) teachers should utilize appropriate media and appropriate types of learning; (5) the teacher should ask questions to recognize the understanding of previous students' knowledge, Fahriadi Muhdar (2014).

At the core stage, teachers and students interact in teaching and learning new material. This section has a longer time than the other two-the opening stage and the closing stage. Teachers usually explain the material, give instructions, and ask or answer questions related to the topic. The closing stage is to provide some explanation about homework. In the classroom there are three aspects that involve during the learning process occurs, instructional, psychological, and social aspects. Instructional is a human effort whose purpose is to help people learn.

a. Teaching style

Teaching style is a form of teacher performance during teaching and learning process, both curricular and psychologic (Rusli Lutan, 1988). A curricular teaching style is a teaching teacher tailored to the purpose and nature of a particular subject. While the style of teaching that is psychological is a teaching teacher tailored to student motivation, classroom management, and evaluation of teaching and learning.

Teaching style is a way to carry out a teaching and learning process so that goals can be achieved. The teaching style is

a particular way that teachers use to organize and guide students' learning experiences. Thanks to the learning experience, students acquire certain knowledge, attitudes, or values, and skills according to the form of behavioral patterns set out in the goals (Rusli Lutan, 1988). Mulyasa (2008) explains that teaching skills are a fairly complex professional potential, as an integration of the full range of teacher competencies. Furthermore, it is said by Turney (in Mulyasa, 2008), that there are 7 teaching skill that play a very important role and determine the quality of learning that is using questioning skill, giving reinforcement, doing variation, explaining lesson, opening and closing lesson, guiding group discussion, and managing class.

b. Types of teaching style

Teaching style is a concept that has been studied by only a few authors (Bowen & Marks, 1994; Evans, Harkins & Young, 2008) in Claudio H. (2011:112). It is for this reason that there is no single definition. However, different authors (Graves, 2000; Zhang, 2008) in Claudio H (2011:112) offer their own definitions in order to clarify and characterize the concept itself. Table 1 shows a chronology of five definitions of the concept of teaching styles. This study used Grasha's (1996) definition stated below as the guiding principle.

The style of teaching is the behavior, deeds or ways of guiding, explaining, providing knowledge and telling positive things for students to teach.

Sicilia and Delgado (2002) in Claudio (2011:113) point out that to fully understand the concept of teaching style, educators should focus on what teaching style is not: it is neither a procedure nor a technique. It is not a strategy, a resource or a method either, but the combination of the educator's values, beliefs, and personality traits, which are reflected in how teachers behave during the teaching and learning process. Among the authors who attempt to conceptualize teaching styles, Grasha (1996) provides a sound definition of

the concept, validated instruments and techniques for analyzing teachers' teaching styles. Because Grasha the basis for this study, his work is further examined here. Through his research, he identified five teaching:

- a) The expert type, The expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The teacher is concerned with transmitting information and ensuring that students are well prepared.
- b) The formal authority, This teaching style is an instructor-centered approach where teachers are responsible for providing and controlling the flow of content. The 'formal authority' type possesses status among some students because of knowledge and role as a faculty member. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students.
- c) The personal model type, This type is also an instructor-centered approach where the instructor demonstrates the skills that students are expected to learn. This approach encourages student participation and instructors adapt their presentation to include various learning styles.
- d) The facilitator type, This is a student-centered approach. The instructor acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks. This teaching style fosters independent as well as collaborative learning. The instructor typically designs group activities which require active learning, student-to-student collaboration and problem-solving.
- e) The delegator type, This is also a student-centered approach where the instructor delegates and places the control and the responsibility for learning on the students and/or groups of students. The teacher is

concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The delegator style often gives students a choice in designing and implementing their own complex learning projects while the instructor acts in a consultative role.

There are four teaching styles of lecturers who appear in teaching Eny suwarni namely:

1. Elementary lecturer, giving more understanding, comprehension and memorizing to the students. Characteristics that arise are many uses of "what, when, where", the delivery of information, explain the task, homework.
2. Intermediate lecturer, emphasizing on critical thinking and doing. Characteristics that arise in the learning process is to emphasize how, why and application, explanation, dialogue, discussion, case, presentation.
3. Advanced lecturer, with this characteristic emphasizes problem solving, why, analysis, synthesis and idea. Many discuss cases, projects, surveys, field studies presentations and seminars.
4. Creative lecturer, invites students to think out of the box. Evaluate, innovation, case, discussion, research, project, scientific work, journal and seminar.

Ya-Ching Chang also categorizes teachers as authoritarian, democratic, laissez faire, or indifferent. The description of each of the categories is as follows Students': Authoritarian Teaching Style, Democratic Teaching Style, , Laissez Faire Teaching Style.

In general, the forms of teaching style according to Muhammad Ali (2008: 59) can be classified into three scopes, namely:

1) Classical teaching style

This style of teaching is a teacher centered approach. This means that the success of learning is determined by the quality of teachers, because teachers determine the fate of students.

2) Individual teaching style

Individual teaching style, is a style student centered approach. This means that students are required role and activities as a whole and independent for high learning achievement. In this style of teaching, teachers are more likely to act as consultants, stimuli, learning resources managers, directors, mentors, mentors, bookkeepers, and recipients of progress reports.

3) Interactional teaching style

This style of teaching is a teaching style that prioritizes dialogue with students as a form of dynamic interaction. Teachers and students or students with students are interdependent, meaning they share the same subject of learning.

RESEARCH METHOD

In this study, researchers used descriptive qualitative research, data collect instead of numbers but in the form of words or images. The intend data comes from manuscripts, interviews, field notes, photographs, videotapes, personal documents, memo records and other official documents, Lexy j. Moleong (2002, p.11). In this study, resesarcher was used descriptive qualitative research that produce descriptive in the from of words of people that can be observed to analyzed the students' perspective of lecturers' teaching style.

The subject of this research is the students of English Department at UNIM Bone. And the researcher takes fourth semester as a subject of this research. The total number of the students are about 16 students.

Methodological research tools was used in research to collect data. Researchers

need Instruments used in this study are, observation, and questionnaires.

The first instrument to be used is observation checklist that consist 23 types of teaching style, the observations used to guide the researchers in the classroom, are also used for information about how the teaching-learning process works, and the type of students who train those who teach them.

In addition, researcher also used questionnaires as a second instrument, it was analyzed according to the result of data display from the answer students' diversity and responses about their teaching style, especially the English Department, the questionnaire consist 24 questions. In data collection techniques, the researcher was used two ways namely: observation with questionnaire. Data analyze technique that researcher used for observation and questionnaire based on Miles and Huberman (1994) concepts is inductive model that classify data analysis into 5 steps, namely: Data reduction, Display data, Data verification, Data analysis, Data interpretation.

FINDING AND DISCUSSION

The types of lecturer's teaching style. As previously stated in chapter 1, this study aimed at finding the teaching style of the lectures at UNIM Bone 2022. Lecturer same initial/code that will be mentioned in this chapter, S (student) and L (lecture), and also there are eleven (10) item of teaching style with twenty-three (23) sub item.

There are twenty-four (24) questions that have been given to students to be analyzed and a number of observation lists have been found. The researcher gives all the sentences in the table below. As stated earlier in chapter 1, this study aims to find a lecture teaching style at UNIM Bone. Based on the observed the class on 5 April 2022 as can be seen from the table above, it was found that performance assessment on students'.

a. The expert type

1. Nerd, He or she strives to maintain an expert status among students by displaying detailed knowledge and by

challenging students to improve their competence. The teaching is concerned with the transmission of information and ensures that students are well prepared (Grasha 1996).

Based on the table above, there are some lecturers who apply expert teaching styles, where nerds are a category of expert teaching style. where the Expert has the knowledge and expertise needed by students. The most dominant lecturers as nerds are L2 with 3 students' perspective which is obtained based on the questionnaire that has been given.

2. Competencer, The explanation given by the lecturers is done so that they better understand what is true, because if those who do not understand the material they will not get anything.
3. Motivator, by bringing several books as their reference in improving the quality of teaching. Especially in the English study program, researchers got some of their views on the style of their lecturers. Some students said that expert lecturers taught material from various sources, such as books, articles and the like. They use it as a reference or guide in teaching. Based on the table there are also predicate type experts on L2 and L4, where L2 gets 15 events based on the student's perspective. Then L4 with 7 events based on the student's perspective.

b. The formal authority

1. Instructional, This teaching style is a teaching style that prioritizes dialogue with students as a form of dynamic interaction. Teachers and students or students with students are interdependent, meaning they share the same lesson. (Muhammad Ali (2008: 59) The provision of instructions aimed at straightening, understanding and guiding them to do what they were supposed to do. Some of them said that, there were several lecturers who also applied this teaching style, the instructions they gave

like, changing the room settings such as the shape of the chair (position) and others, giving instructions for doing assignments during discussion, reading, erasing the blackboard, speaking full English, tidying the seats. From the table, the most dominating as instructional lecturers are in L5 with 5 occurrence base on the students' perspective.

2. Control, Lecturers who always control students will give a deterrent effect when not present in a lecture. However, the effects can also have a big effect on students where students will feel disturbed and feel unpleasant. In the control section included in formal authority type items, some students also say that there are some lecturers who use this teaching style, where the teacher sets all class rules and sets consequences for violating the rules (Yes Chin-chang, 2010). In this section the professors who are very dominant as control lecturers are L5 with 3 occurrence based on the students' perspective.
3. Authority, Authoritarian lecturers are used to having authority. They set all class rules and set consequences for violating the rules. (Ya Ching-Chang). In this section there are also some lecturers who apply it, L5 is the most as the authority of the lecturer with 4 events based on the student's perspective. Contract learning is a common thing done by lecturers before further learning and teaching. Rules that have been agreed upon have consequences when violated.
4. Manegement, Lecturers care by giving positive and negative feedback, setting learning goals, expectations and rules of behavior for students. Regenerating is not only carried out in the world of teaching and learning, but this will be applied anywhere, this teaching style is used by some English language lecturers, based on questionnaires that

students have filled in, they said that the control done by lecturers is to imagine - between them with low scores. Attendance, late will be taken into account when it comes to value, and so forth. There are some lecturers who are included in the management category, one of them is L2 who has the most Occurrence based on the students' perspective.

5. Persuasive, The obligation of a lecturer is to guide students into quality insane. A lecturer will be said to fail if his student is unable and does not have quality improvement in learning or knowledge. From the above opinion, it can be concluded that there are 3 occurrences of students' perspective that the L5 belongs to the persuasive category. There are even some students who say they are all lecturers of helping students to achieve better results, because they are the quality of the students as quality insane.

c. The personal model type

In this teaching style, some lecturers give orders to students to make individual percentages, they support their students in their learning, lecturers also show their ability in teaching.

1. Individual, Individual teaching style, is a student-centered approach. This means that students need overall and independent roles and activities for high learning achievement. Students are required to do a personal percentage in the class. Individual percentage is very important for a prospective teacher, this is because the teacher is a public figure for his students, the ability to speak in front of a crowd is very necessary. Based on the students' perspective L7 and L1 are lecturers who most often apply individual teaching, and some lecturers also apply the teaching style
2. Back up, a lecturer must also be responsible for what is conveyed, while the mandate is a matter that must be done by

the lecturer as an obligation to guide students into quality insane. Support every student in learning. Some lecturers also apply this teaching style, and L4 is the lecturer who most often applies back up styles with 4 occurrence of students' perspectives where lecturers guide students as their responsibility.

3. Show up, Lecturers supervise, guide, and direct by showing how to do things, encouraging students to observe and then imitate the instructor's approach. Lecturers show and give their best abilities in teaching. In this section, four out of ten lecturers in the personal model type apply teaching show ups namely L2, L4, L5, and L5 with each of the two occurrence based on the students' perspective, they act as instructors, mentors, and mentors, they provide their classes to understand the material well, they organize their classes.

d. The facilitator type

In this teaching style, lecturers provide facilities to students in the teaching process, sometimes they also form groups in carrying out the teaching and learning process.

1. Facilitator, Teachers usually provide, provide facilities for learning before doing the teaching and learning process. Students are given facilities that are needed for learning. The lecturer acts as a facilitator and the responsibility is placed on students to achieve results, L1 is a lecturer who is most often referred to as facilitator lecturer based on questionnaires from students' perspective given.
2. Grouping, Instructors usually design group activities that require active learning, student-to-student collaboration and problem solving. The formation of groups aims to unite opinions in solving a problem. Brainstorming is needed in a group. The results of the questionnaire given by students can be seen from the table above, grouping including the categories that are most widely applied to the almost all lecturers section of students into several groups as their teaching style. Lecturers

who apply this style include L5, L2, L9, and still exist.

3. Attractive, One way to overcome the saturation of students in learning is by presenting an interesting lesson. In this section, there are several lecturers who apply it, they do various things to attract the attention of their students to be more active in learning. Among them are L1, despite the various tasks that he gives, students are still interested in attending lectures because there is a unique feature in teaching them. There are also L4, L5, and L2 who are appointed as interesting lecturers.
4. Rewarded, Teaching style refers to style as a penchant for teaching behavior and a match between teaching teaching behavior and teaching beliefs of Heimlich & Norland (1994). Award is a form of motivation that greatly helps students in increasing their learning interest, this has been applied by several lecturers, can be seen from the table above.

e. The Elementary

Tasker, The teacher will give assignments at each meeting, usually at the beginning, while, at the end or even after the teaching and learning process ends, the assignment will be given as a gift at home. In this category, the lecturer applies the teaching method / style of assignment, students are required to do each given task, usually the lecturer assigns the assignment every time before, while, or after the lecture material takes place. Based on the data obtained from the questionnaire given to students, there were only two lecturers who applied this style, namely L1 with eight occurrence based on students' perspective and L5 with four findings based on the students' perspective.

f. The Intermediate lecture

Methodier, Methodiers are included in intermediate teaching styles, where the lecturer explains the material by lecturing. In this teaching style, almost all lecturers apply it, namely lecturers giving material by way of lecturing, explaining all related

material. Basing on the data obtained, there were seven lecturers who applied it, including L16, L6, L4.

g. The Creative / intractional

1. Interactional, Interacting is very important for people, because by interacting with each other, we can live. Likewise with lecturers and students, interacting is very necessary. In this teaching method / style, the lecturer interacts with his students during teaching and learning takes place and outside of class hours. Some lecturer apply this teaching style. Of the several lecturers who apply this style L1 and L7 are lecturers who have the most occurrence based on students' perspective.
2. Variation, varied teaching styles, students will not experience the name of boredom, boredom in teaching. This is very much needed by educators in educating their students. Some also use a variety of styles in teaching, such as discussions, individuals, debates and so on to attract interest and so students do not get bored in learning. Of the several lecturers who fall into this category, L1 and L5 are the ones most often mentioned often applying them.

h. Democratic Teaching style

Freedom, Discretion is given to students so that they do not feel stressed and bored in learning, but not out of the rules between lecturers and students. Democratic teaching style, discusses students being given more freedom to make decisions in the teaching and learning environment. There are also some lecturers who apply this teaching style. Freedom is defined as the flexibility given by the lecturer to students in the teaching and learning process, where students are free to do any activities in the classroom related to their learning. Some lecturers who apply this, including L1 who have the most occurrence based on the

students' perspective, then L7 and L9 also include those who apply it.

i. Indifferent Teaching style

Gadget, The use of media / other facilities outside those that have been given by the university is used by lecturers to support the smooth learning process / do other things. In this section, based on the questionnaire given by students, there are some lecturers who use their gadgets while in class, because they used their mobile phones as teaching facilities or they used them in other things. Some lecturers included in it are L5, L6, L7, based on questionnaires given to students.

j. Classical teaching style

1. Attitude, One assessment in the teaching and learning process is attitude. Our attitude shows our personal learning, the better the attitude of a student, the more it is said that he is a real student. Attitude is a very important thing in the world of education, a better attitude of a person, the better the treatment of someone against us. In teaching and learning activities, attitude also includes the classical teaching style category, some lecturers also apply this, namely L4, L5, L7 and L18. This is based on the results of the questionnaire obtained.
2. Persuasive, The obligation of a lecturer is to guide students into quality insane. A lecturer will be said to fail if his student is unable and does not have quality improvement in learning or knowledge. In this section, some lecturers also apply the teaching style, in which the lecturer is assertive, choosy, towards students who are both moderate and others. And also some lecturers apply persuasive teaching styles where the lecturer helps students in learning, to achieve better results. There are seven lecturers in this category, including L4, L2, L1 and several other lecturers. Several teaching styles that are not included in the categories put forward by experts above, such as romance, rewarded, favorites,

storyteller, childish, asker and unconnected. Because as Turney said (in Mulyasa, 2008) the teaching style of the teacher also reflects the teacher's own personality and is difficult to change because it has been born since childhood or from birth. Thus, the teacher's teaching style becomes an important factor in determining the success of student achievement.

DISCUSSION

Base on the observation class on April 5th 2022 it shows that there are many teaching styles used on this campus, especially in English. With this, we can see that there is an increase in teaching methods / methods / styles can be formed. With the innovative lecturers of today, they are able to create new things to improve the quality of teaching. In this discussion will be discussed about the discovery of teaching styles of lecturers in the in English major based on students' perspective where there are 10 items types of teaching style with 23 sub items:

1. The expert type, The expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence.
 - a. Nerd, One category of the Expert type is Nerd, where books are the most detailed source of knowledge, they are used as guides, they also do not only use one book. Supported by Brown's (2001) statement Teaching styles refer to a teacher's personal behaviours and media used to transmit data to or receive it from the learner and involve the implementation of the teacher's philosophy about teaching
 - b. Competencer, the explanation given by the lecturers is done so that they better understand what is true, because if those who do not understand the material they will not get anything. They understand very well what they
- are teaching, they explain the material in great detail.
- c. Motivator, Lecturers as motivators of their students, giving motivational words to students, arousing students' enthusiasm, always encouraging students to continue to study hard to improve their abilities. Interpersonal relations between lecturers and students that are harmonious can encourage students to develop themselves freely and unhindered Syah (2003).
2. The formal authority

Authoritarian teachers are used to having authority. They set all class rules and set consequences for violating Yes Chin-Chang's rules (2010). They do not give discretion to their students.

 - a. Instructional, This teaching style is a teaching style that prioritizes dialogue with students as a form of dynamic interaction. Teachers and students or students with students are interdependent, meaning they share the same lesson. The instructions given are intended to improve, develop their abilities and comfort while teaching. (Muhammad Ali (2008: 59) The provision of instructions aimed at straightening, understanding and guiding them to do what they were supposed to do
 - b. Control, Lecturers who always control students will give a deterrent effect when not present in a lecture. However, the effects can also have a big effect on students where students will feel disturbed and feel unpleasant In the control section of attendance is a very important part because it involves their value.
 - c. Authority, Authoritarian lecturers are used to having authority. They set all class rules and set consequences for violating the rules. Contract learning is a common thing done by lecturers before further learning and teaching. Rules that have been agreed upon have consequences when violated.
 - d. Manegement, Almost the same as the control class, manegement is also included

in the authority style category. The maneg they do is only for certain students. They will provide punish for students included in it.

- e. Persuasive, The obligation of a lecturer is to guide students into quality insane. A lecturer will be told to fail if he or she does not have quality improvement in learning or knowledge, even though the style of authority includes the most rules, but they also have great answer to the success of their students. Teachers care by giving positive and negative feedback, setting learning goals, expectations and rules of conduct for Grasha students (1996).
3. The personal model type, Individual teaching style, is a style student centered approach. This means that students are required role and activities as a whole and independent for high learning achievement Muhammad Ali (2008).
 - a. Individual, Individual teaching style, is a style of student centered approach, the presentation of different material for each individual is presented personally. Individual percentage is very important for a prospective teacher, this is because the teacher is a public figure for his students, the ability to speak in front of a crowd is very necessary.
 - b. Back up, a lecturer must also be responsible for what is conveyed, while the mandate is a matter that must be done by the lecturer as an obligation to guide students into quality insane. Support every student in learning.
 - c. Show up, Lecturers supervise, guide, and direct by showing how to do things, encourage students to observe and then instruct the instructor's approach. Lecturers show and give their best abilities in teaching. The lecturer shows his ability when teaching, the lecturer does his best to give examples directly.
4. The facilitator type, This is a student-centered approach. The instructor acts as a facilitator and the responsibility is placed

on the student to achieve results for various tasks. This teaching style fosters independent as well as collaborative learning. The instructor typically designs group activities which require active learning, student-to-student collaboration and problem-solving Grasha (1996). a. Facilitator, b. Teachers provide and provide facilities for learning before doing the teaching and learning process. c, students are given facilities that are needed for learning. d, Grouping, e, attractive, f, Rewarded.

Teaching style refers to style as a penchant for teaching behavior and a match between teaching teaching behavior and teaching beliefs of Heimlich & Norland (1994). 1,The elementary, 2, Elementary lecturer, giving more understanding, comprehension and memorizing to the students. Characteristics that arise are many uses of "what, when, where", the delivery of information, explain the task, homework Eny suwarni (2012). 3, Tasker, The teacher will give assignments at each meeting, usually at the beginning, while, at the end or even after the teaching and learning process ends, the assignment will be given as a gift at home.

5. The intermediate, emphasizing on critical thinking and doing. Characteristics that arise in the learning process is to emphasize how, why and application, explanation, dialogue, discussion, Eny suwarni (2012). Methoders are included in intermediate teaching styles, where the lecturer explains the material by lecturing
6. The creative / intractional, this style of teaching is a teaching style that prioritizes dialogue with students as a form of dynamic interaction. Teachers and students or students with students are interdependent, meaning they share the same subject of learning Muhammad Ali (2008).

Interactional, Interacting is very important for people, because by

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- interacting with each other, we can live. Likewise with lecturers and students, interacting is very necessary. Lecturers provide opportunities for students to ask if they do not understand. Varied teaching styles, students will not experience the name of boredom, boredom in teaching. This is very much needed by educators in their educating students, variations they provide such as discussion, games, percentages, watching, memorizing, and debating.
7. Democratic teaching style, Even though the democratic teachers set firm expectations for student behavior and learning, they tend to be flexible and respond to various needs of students. Students are given more freedom to make decisions in the teaching and learning environment
 8. Indifferent teaching style, The indifferent teachers focus on their personal work. They rarely spend time with or pay attention to students beyond class time. They offer little or no emotional support. Furthermore, these teachers rarely establish rules to control students' learning experiences.
 - a. Gadget, The use of media / other facilities outside those that have been given by the university is used by lecturers to support the smooth learning process / do other things.
 - b. Unconnected, Unconnected lecture explains the material by not relating to the material being taught. The teaching style of the teacher also reflects the teacher's own personality and is difficult to change because he has been born from childhood or from birth. Thus, the teacher's teaching style becomes an important factor in determining the success of Turney in Mulyasa (2008) student achievement
 9. Classical teaching style, This style of teaching is a teacher centered approach. This means that the success of learning is determined by the quality of teachers, because teachers determine the fate of students.
 - a. Attitude, One assessment in the teaching and learning process is attitude. Our attitude shows our personal learning, the better the attitude of a student, the more it is said that he is a real student. Attitude is a very important thing in the world of education, a better attitude of a person, the better the treatment of someone against us. In teaching and learning activities, attitude also includes the classical teaching style category.
 - b. Persuasive, The obligation of a lecturer is to guide students into quality people. A lecturer will be told to fail if he or she is not able to have quality improvement in learning or knowledge. Lecturers give concessions when there are students who do not understand.

CONCLUSION

In the teaching and learning process educators and students are the main factors in their implementation. For that, before starting the teaching and learning process it is expected that educators can see the readiness of the students, readiness can be in the form of learning motivation, with the readiness in the form of learning motivation, students will participate in the teaching and learning process well, without motivation students cannot learn maximal because motivation determines the readiness of students in learning activities. Because in this way teaching and learning activities will run well, and the material provided will be well received by students.

Teaching styles beyond what is stated by some experts based on their views, namely teaching teaching style where lecturers only give direction to students to discuss their material. There is also a teaching style for watching, describing, and also a video method, where students are assigned to do percentages then attach them to videos and then collect them to the lecturer concerned.

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