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Students Perception on Teacher's Teaching Styles Affect Their Interest in Reading English Text

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Abstrak

Penelitian ini bertujuan untuk menyelidiki gaya mengajar guru bahasa Inggris dan dampaknya terhadap minat siswa terhadap teks bahasa Inggris. Penelitian ini dilakukan di salah satu universitas di Jakarta untuk mengetahui apakah persepsi mahasiswa terhadap gaya mengajar guru mempengaruhi minat mereka dalam membaca teks bahasa Inggris. Penelitian ini merupakan penelitian kualitatif. Partisipan dari penelitian ini adalah 10 mahasiswa di Jurusan Pendidikan Bahasa Inggris yang telah menyelesaikan mata kuliah membaca semester pertama hingga ketiga. Data penelitian dikumpulkan melalui wawancara. Data kualitatif dianalisis dengan menggunakan teori Miles dan Huberman. Hasil penelitian menunjukkan bahwa gaya mengajar guru memiliki dampak yang jelas dalam meningkatkan minat baca. Dalam hal ini, selama gaya membaca guru mempertahankan interaksi aktif, memberikan struktur, umpan balik, dan memberikan penjelasan yang jelas, maka hal tersebut dapat berdampak pada minat siswa terhadap teks bahasa Inggris.

Kata Kunci: Gaya Mengajar, Minat Baca, Teks Bahasa Inggris.

Abstract

This study aims to investigate English teachers' teaching styles and their impact on students' interest in English texts. This study was conducted in one of the universities in Jakarta to find out whether students' perceptions of teachers' teaching styles affect their interest in reading English texts. This study is a qualitative research. The participants of this study were 10 students in the English Education Department who had completed the first to third semester reading course. The research data were collected through interviews. The qualitative data were analyzed using Miles and Huberman's theory. The results show that the teacher's teaching style has a clear impact on improving reading interest. In this case, as long as the teacher's reading style maintains active interaction, provides structure, feedback, and gives clear explanations, it can have an impact on students' interest in English texts.

Keywords: Teaching Style, Reading Interest, English Text.

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INTRODUCTION

In today's educational world, English teachers in different schools use different teaching styles to help students understand the subject effectively. As stated by Rahmat & Jannatin (2018), a teacher's teaching style is an important factor that influences the learning process. Each teacher has a unique approach, which can significantly affect students' interest and enthusiasm for the learning experience. The importance of energizing students to be active in learning is reflected in the implementation of teaching and learning activities (Rahmat & Jannatin, 2018).

In this regard, Zainal Aqib (2012) emphasizes that teachers are an important component in the teaching and learning process. Teachers have the potential to determine student success. A teacher has many roles in implementing educational programs, including manager, leader, supervisor, lesson planner, motivator, facilitator, and evaluator. It is important for a teacher to be a role model for their students (Rosalia, 2017). The teacher's teaching style is key to creating effective learning that is relevant to the context and needs of the students.

In engaging students in learning, the teacher's teaching style not only plays a key role in creating effective learning experiences, but also has a significant impact on students' interest in reading English texts. Students' interest in reading English texts becomes a critical component of language learning, influencing skill development and overall academic success. The dynamic between teachers' teaching styles and students' perceptions plays an important role in shaping this interest. Wigfield & Guthrie (2000) mention that students' motivation and interest in reading are essential components of the learning process.

Understanding the factors that contribute to or inhibit students' interest in reading English texts is crucial for teachers who want to optimize their teaching style. One important factor that influences the learning process is the teacher's unique teaching style. Every teacher has a different way of teaching, which can greatly affect students' interest and enthusiasm for the learning experience. Teaching style is the way in which a teacher guides and directs the learning process, in particular influences the students and their potential to learn (Grasha, 2002). Teachers' teaching styles can have a significant impact on students' interest in reading. However, our understanding of how different teaching styles affect students' perceptions and interest in engaging with English texts is limited.

It is important to note that every teacher has their own teaching style. Common teaching styles used by educators, as stated by Gill (2013) in a blog post for Concordia University Portland, include five types. The first is the authority or lecture style, often characterized by long lectures or one-way presentations where students passively absorb information with minimal interaction. The drawback of this teaching style is that it can make students feel bored or sleepy. The second teaching style is the demonstrator or coach style, where the teacher shows students what they need to learn. This style typically combines presentations with individual or group work to ensure students grasp the content effectively. Next is the facilitator or activity style, which encourages students to learn independently and helps them develop critical thinking skills and self-awareness. This teaching style is ideal for training students to ask questions and develop the skills to find answers or solutions through exploration. The fourth teaching style is the delegator or group style, suitable for curricula that emphasize experiments or require peer feedback, such as creative writing and debating. In this style, the teacher acts more as a consultant than a lecturer. The last style is the hybrid teaching style, which focuses more on the needs of students. Teachers adapt their teaching style according to the students' needs and the material being learned.

Teachers' contributions to education, such as teachers' teaching styles and use of learning strategies, are crucial to support students' success in the learning process (Yusri, 2018). Many studies have explored general motivations for reading. For example, Shaari et al. (2014) examined teaching styles and students' academic

engagement, Kazemi & Soleimani (2016) studied teachers' teaching styles and classroom management approaches, and Rosalia (2017) investigated teachers' teaching styles and their influence on students' interest. To investigate students' interest as influenced by teachers' teaching styles, Fadliyatis (2008) suggested that reading interest can be measured using pleasure, center of attention, time use, reading motivation, reading emotion, and reading effort.

Investigating this relationship is crucial so that we can adapt teaching methods that not only help students learn the language, but also inspire them to truly enjoy reading. Additionally, Kassem (2018) also confirmed that the method used by the teacher decides the success of the students or second language learners in using the target language. Related to enthusiasm in reading, there are two kinds of categories influencing it, and those are intrinsic motivation and extrinsic motivation (Salikin et al., 2017). In this study, we wanted to investigate how English teachers' teaching styles affect students' interest in reading English texts, with a special focus on reading in English. Therefore, to answer these objectives, this study is guided by a research question, which is as follows: How do teachers' teaching styles affect students' interest in reading English texts?.

METHOD

Method and Design of the Research

In this research, a qualitative design will be used to answer the research question. The research question is "How does a teacher's teaching style impact students' interest in reading English text?". The researcher chose a qualitative design because it aims to thoroughly investigate events or phenomena (Alwasilah, 2002). This is relevant to the situation experienced by students in the English Education study program at a public university in Jakarta. Those who have taken reading from the first semester to the third semester with different teachers. Ritchie et al. (2013) mention qualitative research aims to offer a deep understanding of research participants regarding their experiences, thoughts, history, social context, and material circumstances.

Participants

The participants of this study are undergraduate students in the English Education program at a public university in Jakarta, who have taken reading courses from semester one to semester three. The researcher will collect data from forty-six students who have completed each module from the two teachers who taught in semester one, two and three.

Technique of Data Collection and Analysis

To collect the data about the teachers' teaching styles that affect student interest, this research will use likert scale questionnaires as one of the research instruments. The purpose of this questionnaire is to gather information on students' perceptions of the teaching methods used by lecturers in class. Whatsapp and Gform are the media for data collection, the questionnaire that has been made through Gform will be distributed via whatsapp and the data will be collected and then processed by the researcher.

The researcher analyzes the collected qualitative research data using Interactive Models Designed by Miles & Huberman (2019) which has three main steps: condensation, display, and conclusion.

At the condensation stage, the researcher selected and categorized the data obtained from questionnaire answers. According to Miles & Huberman (2019), data condensation involves selecting, focusing, simplifying, abstracting, and/or transforming data that emerged in written field notes or transcriptions. The researcher's next stage was to display the data. They organized and compressed the information in a logical and systematic way, making their point easier to understand. The researcher coded, labeled, and classified the data based on the analysis needs related to the research topic. After transcribing the data into a written transcript, the researcher used it to answer the research questions. After completing the data analysis, the

researcher should provide a conclusion summarizing the results. The conclusion should be supported by evidence from the questionnaire responses.

RESULT AND DISCUSSION

Result

The researcher made some discoveries. This study examines the different teaching styles employed by teachers and how they can significantly impact students' interest in learning to read English. The data was collected through questionnaires distributed to university students.

Teacher Teaching Styles Applied by The English Teachers

The data analysis revealed the teaching styles used by Jakarta University teachers, which are as follows:

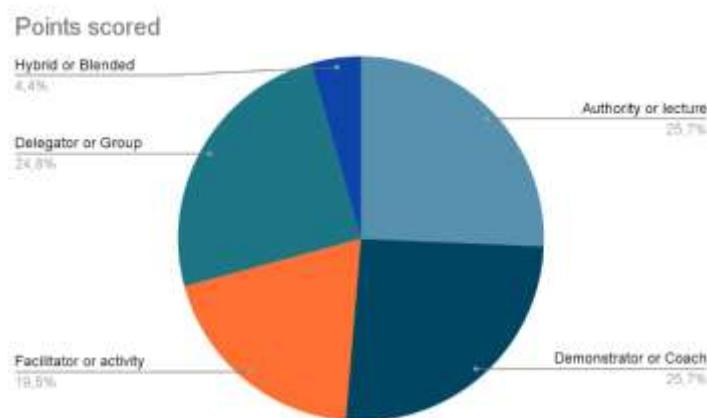


Diagram 1. The result of the questioner for the first teacher

The questionnaire results, shown in the diagram above, indicate that the teacher primarily uses the authority or lecture style. However, it is also possible that the demonstrator or coach style is used in their teaching.

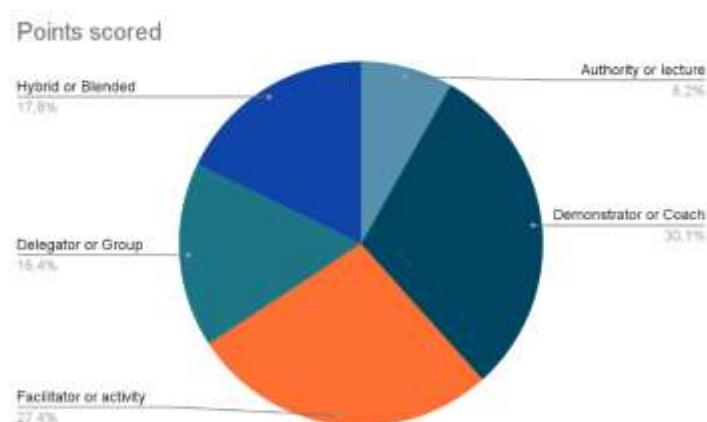


Diagram 2. The result of the questioner for the second teacher

The diagram shows that the second teacher primarily uses the demonstrator or coach teaching style, according to the questionnaire results.

Teaching Style That Affected The Students' Reading Interest Significantly

The researcher analyzed the reading interests of students in the English learning process at Jakarta University using a questionnaire. Researchers discovered that Jakarta University students' reading interest is indicated by pleasure, attention, time usage, motivation, emotion, and effort. The results will be used to analyze which teaching styles affect students' reading interests. 46 students of the first and second teacher completed the questionnaire, and the results are presented in the table.

Table 1. The result of the questioner for the teacher teaching styles affect reading interest in the first teacher

| Reading Interest | Frequency | | | | |
|--------------------|-----------|-----|-----|-----|-----|
| | (5) | (4) | (3) | (2) | (1) |
| Pleasure | 3 | 31 | 10 | 2 | 0 |
| Attention Center | 5 | 27 | 11 | 2 | 1 |
| Time Usage | 3 | 30 | 10 | 2 | 1 |
| Reading Motivation | 2 | 31 | 11 | 2 | 0 |
| Reading Emotion | 6 | 18 | 16 | 6 | 0 |
| Reading Effort | 4 | 19 | 12 | 10 | 1 |
| Total | 23 | 156 | 70 | 24 | 3 |
| Percentage | 8% | 57% | 25% | 9% | 1% |

Note: the number of respondents was 46 and they chose according to their statements

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

The above results show that 57% of the 46 students in the first teacher's class are interested in learning English reading based on their teacher's teaching style. 31 students reported feeling *pleasure*, and 27 students reported *paying attention* during the reading learning process. 30 students agreed to *allocate time* for reading their English text, while 31 students expressed *motivation* to read it. 18 students reported *positive emotions* while reading, and 19 students were selected based on their *effort* in reading the text.

The results of the questionnaire on students' interest in the teaching style of the second teacher are shown in Table 2.

Table 2. The result of the questioner for the teacher teaching styles affect reading interest in the second teacher

| Reading Interest | Frequency | | | | |
|--------------------|-----------|-----|-----|-----|-----|
| | (5) | (4) | (3) | (2) | (1) |
| Pleasure | 42 | 3 | 1 | 0 | 0 |
| Attention Centre | 39 | 7 | 0 | 0 | 0 |
| Time Usage | 37 | 8 | 1 | 0 | 0 |
| Reading Motivation | 30 | 14 | 1 | 1 | 0 |
| Reading Emotion | 34 | 11 | 1 | 0 | 0 |
| Reading Effort | 35 | 10 | 1 | 0 | 0 |
| Total | 217 | 53 | 5 | 1 | 0 |
| Percentage | 79% | 19% | 2% | 0% | 0% |

Note: the number of respondents was 46 and they chose according to their statements

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

The above results show that 79% of the 46 students in the second teacher's class chose 'strongly agree' when asked about their interest in reading related to their teacher's teaching style. Additionally, 42 students strongly agreed that they felt *pleasure* while reading, and 39 students strongly agreed that they *paid attention* during the reading process. 37 students strongly agree that they have *enough time* to read their English text, 30 students strongly agree that they are *motivated* to read their English text, 34 students strongly agree that they *feel emotionally engaged* in their reading, and 35 students strongly agree that they *make an effort* to practice comprehension techniques such as scanning and skimming.

Discussion

Based on the results of the questionnaires given to the students, the researcher has found that each teacher's dominant teaching style can affect students' interest and engagement in English reading, with the first teacher more likely to use the authority or lecture style, while the second teacher adopts more of the demonstrator or coach style. The researcher will explore the effects of these dominant teaching styles to understand their impact on students' reading interest by analyzing indicators of reading interest such as enjoyment, center of attention, time use, reading motivation, reading emotion, and reading effort as described by Fadliyatis (2008).

The first indicator is pleasure. According to Santos (2015), reading for pleasure is considered as any form of reading that is socially motivated and essential. It is a pleasurable task for readers who are not obliged

to read, but choose to do so voluntarily, reading for themselves and feeling emotions they may never have experienced before. The questionnaire data show that a teacher's pleasant teaching style is important for students to feel happy and satisfied in reading English. The students also agreed with the questionnaire data, which showed that 3 students of the first teacher strongly agreed that they felt happy and 42 students of the second teacher strongly agreed that they felt happy with their teacher's teaching style in learning to read English. This shows that the second teacher's teaching style influenced the students' interest in feeling happy during the reading learning process more than the first teacher's teaching style.

The second indicator is the center of attention. According to Hidi (2000), Schraw & Lehman (2001), engagement, attention, direction and duration of attention are directly related to reading interest. This indicator is most evident in the questionnaire data, which found that 5 students from the first teacher, they can concentrate well while reading without worrying about being distracted by things around them, but in the second teacher the researcher found 39 students who paid attention during the reading learning process, this number is much more than the teaching style of the first teacher.

The next indicator is the use of time where students spend their time reading English texts. According to Fadliyatis (2008) one of the indicators of students' interest in reading is the use of time in reading. Based on the questionnaire data, 3 out of 46 students from the first teacher strongly agreed that they use their time in reading, and 37 out of 46 students from the second teacher strongly agreed that they set a certain time in a day or a week for reading.

The next indicator is motivation Guthrie et al. (2005) and Watkins & Coffey (2004) mentioned that the concept of reading motivation tries to understand why individuals choose to do reading activities or not. Reading motivation is one of the indicators of students' interest in reading, where students' curiosity increases their interest in learning English reading. Students' reading motivation is shown in students' responses during the English reading process. Afterwards, the questionnaire showed that 2 students from the first teacher strongly agreed that they felt motivated and inspired to improve their reading skills, and the second teacher showed 30 students strongly agreed that they were motivated by their teacher's teaching style.

The next indicator is emotions. Reading emotions are how students feel when they read. In fact, outcome-related emotions are experienced when goals are achieved (excitement and pride) or efforts fail (embarrassment and frustration), while activity-related emotions such as enjoyment, boredom, and anger often arise from learning or instruction (Schutz & Pekrun, 2007). In this study, reading emotions also involve teachers' teaching style in the process of learning English, which can affect students' reading interest. The reading interest of students from the first teacher showed that only 6 students strongly agreed that they had felt various emotions such as happiness or sadness when reading novels. On the other hand, the reading interest of the second teacher's students consisted of 34 students who strongly agreed that they had felt various emotions while reading novels. This means that the second teacher's teaching style significantly affected the students' reading emotions.

The final indicator is reading effort. According to Donal (2015), interest is an active soul desire to understand language patterns in order to obtain information, which is closely related to will, activity, and feeling of pleasure that can make people able to choose, pay attention, and accept something outside themselves. The questionnaire results showed that 4 out of 46 students of the first teacher strongly agreed that they made an effort to read, and there were 35 students of the second teacher strongly agreed. They felt that the effort was made when they were faced with texts that were difficult to understand.

From the indicator of students' reading interest related to the teaching style of teachers at the University of Jakarta, it can be seen from the percentage data. The first and second lecturer as we can see, the percentage of the first lecturer only get 57% for the highest score and the second lecturer get 79% for the highest score means the second lecturer has a very big influence on reading interest.

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Based on the above findings, the type of teaching style that can significantly affect students' reading interest in learning to read English at the University of Jakarta is the demonstrator style, which emphasizes to students what they need to know. According to Grasha (2002), this style encourages students to participate in the teaching and learning process. Teachers guide and direct students by giving direct examples and using multimedia to facilitate teaching, there are also activities carried out to practice reading skills individually or in groups.

CONCLUSION

Encouraging students to enjoy reading is an important task for teachers. By giving students various reasons to understand and enjoy what they read, they can make it a habit to read regularly, especially in English. In this study, the students said how the teacher's teaching style can affect their interest in reading. When teachers use a style that emphasizes to students what they need to know. Teachers guide and direct students by giving direct examples and using multimedia to facilitate teaching, there are also activities carried out to practice reading skills individually and in groups. When students start to feel more positive about the reading text, this will help them to continue reading. If the teacher's teaching style strongly influences students' habits, this could be something that all teachers can learn from. Therefore, this study emphasizes the importance of paying attention to a teacher's teaching style on students' interest. Although the results found are enough to answer that the teacher's teaching style is able to increase students' interest in reading, it also needs answers from a teacher to help clarify the teacher's teaching style.

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