

## Chapter Two

### Literature Review

This research focuses on students' preference of teaching styles at English Language Education Department. In this chapter the researcher shows literature review related to the topic. The researcher discusses students' preference and teaching styles. The first part discusses definition of preference and types of preference. The second part talks about the definition of teaching styles, and kinds of teaching style. The third part discusses previous studies that are related to the topic of this research. The last part is about the conceptual framework.

#### Preference

In this part, the researcher shares information about preference. The first point is the definition of preference. The second point is the types of preference. The explanation about preference in order is to support the research.

**Definition of preference.** According to Warren, McGraw and Boven (2011), preference is the degree to which decision makers have an option or desire to something. By this choice, he or she can prefer to choose A to option B or option C. Then, people make decision more preferring to choose A rather than B or C. Typically, the term of preference shows a tendency to consider something desirable or undesirable. Preferences are equal to attitude and typically measured through scale rating or through response. Besides, Lee (1984) said that preference is a mind that encourages someone to have a choice. He also said that someone has a preference when people want to choose one thing over another. This does not certify that

someone really would make the specified choice when the option actually presented. Dhar and Novemsky (2008) said that preference is making individual choice on how to choose something. Preference can be expressed through choices. From the explanation above, the researcher concludes that preference is how someone makes decision to have a choice. Preference can be revealed through choices and measured through rating scales or responses.

**Types of Preference.** According to Lee (1984), there are two categories of preference which consist of conditional preference and preference which relates to a possible choice situation. According to Regenwetter, Dana, and Davis Stober (2011), conditional preference must be distinguished from something else. People choose something when they have another selection. They do not always prefer to choose something without reason. For example, “I am preferred drinking mineral water to drinking juice when I am eating rice” (Lee, 1984 p. 130). This does not imply that I always prefer mineral water to juice. It may be that someone prefers A to B when the person is likely to choose A over B. Another example, “Jims’ advisor preferred to meet at the coffee shop to alumni center” (Regenwetter *et al*, 2017 p. 43).

Lee (1984) stated that preference relates to a possible choice situation. Preference can be understood as a propensity to choose. For example, “I might prefer tomorrow to be sunny rather than rainy” (Lee, 1984 p. 129). It is only the impossible factual. Spontaneously to speak people should choose what tomorrow weather is to be. It is the unpredictable weather people cannot know what will happen tomorrow. “We understand what it would mean to make such a choice even though we do not

readily understand how such matters could be put into our hands” (Lee, 1984 p. 129). Likewise, it is now impossible for people to know the past. For example, “Yet we may prefer that the war in Vietnam never have been fought. We are not now in a position to make such a choice, but we can understand what it would mean for someone at some time to have been in such a choice situation” (Lee, 1984 p. 129).

### **Teaching Styles**

In this part, the researcher would like to explain about teaching style. The first point is the definition of teaching style. The second point is the kinds of teaching style. The third point is the factors influence of teaching style. The last point is about teachers’ teaching style toward students’ achievement.

**Definition of teaching style.** Steren-berg as cited in Zhang (2004) stated that teaching styles refer to the preferred ways of using the abilities that are owned. Teachers’ ability to make the students understand well about the subject comprises teaching style. The teacher should recognize the students’ ability because every student has different level to understand the subject or material. Besides, the teacher should be able to handling the classroom situation. Classroom situation is one of factors that can influence the students through learning process. Based on Kardia and Wright as cited in Laird, Garever and Niskode (2011), teaching style involves skills, conception, intelligence, diligence, and strive and how to face challenges in the classroom using a variety way of teaching. Basically, teacher who teaches students in the class should have a plan that the teacher must be preparing what to do before enter the class. Ovadia as cited in Pying and Rashid (2014) stated that every teacher

has their own personal and unique teaching styles which are influenced by language uses, face expressions, body language, voices interpretation, level of energies, and interest toward students. Therefore, teachers' personal and teachers' teaching style give effect on students' learning.

Teaching style is the conception on how the teacher communicates with the students and organizes the activities in the classroom (Bennet as cited in Schwarts, Merten & Bursik, 1987). The conception of teaching style is how the teacher with different styles face the students' behavior in the classroom. Therefore, the teacher should have the ways or strategies how to face this situation during teaching and learning process. Conti as cited in Liu and Qiao (2006) said that teaching style is different styles applied by a teacher from different situation while in the classroom. Teaching style is considered as a style instruction that is formal, controlled and autocratic in which the teacher directs what, how and when students learn. According to Gumm (1994), teaching style means effective teaching behaviors, character related to teachers' personality, interpersonal teachers' skills, and the technique of matching students' learning style. From those definitions above, the researcher can conclude that teaching style is the role of the teacher in the classroom such as how the teacher delivers the material or the subject; how the teacher communicates with the students; and what the activities prepared by the teacher through learning process are.

**Kinds of Teaching Style.** Grasha (1994) mentions categories of teaching styles which are expert, formal authority, personal model, facilitator, and delegator. These teaching styles have different definition and function between each other.

These five teaching styles also have different advantages and disadvantages for students.

***Expert teaching style.*** The teacher becomes an expert which means a person who has much knowledge that students need. They have detailed information that the teacher can explain and give to the students (Grasha, 1994). Based on Vaughn and Baker (2008), expert teaching style is the teacher likely to possess expertise and knowledge. In the expert teaching style the teacher tend to direct learners to know the information about the subject or material. This teaching style has advantages such as “the information, knowledge and skills such individuals possess” (Grasha, 1994 p.143). If the teacher applies this teaching style, it can help the students to be easier to get information and knowledge. The students do not need the book or internet connection to find the answer because the teacher has shared the detail information to the students while teaching and learning process. It makes the students easier to learn. However, Grasha (1994) said that the expert teaching style has a disadvantage such as lead the students to misunderstanding. If the teacher applies this teaching style in every meeting the students may not be interested in joining the class. It is because in this style the teacher explains and the students take note what teachers said. The students might easily feel bored in the learning process. Therefore, they might lose some important details and fail to understand the material or subject.

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

Grasha and Hicks (2000) stated that formal authority teaching style is the teacher giving positive and negative feedback and rule of students' manner. In addition, the teacher sets standard way to do things which acceptable for students. The teacher provides with the structure they need to learn. Grasha (1994) said that the formal authority teaching style has advantage such the teacher can focus on learning goal has been created and arranged to the students. The teacher can apply what they arrange when they are in the classroom. The students who have high expectation to achieve their achievement can join this class because the teacher in this style set high standard in the classroom. It makes encourage the students to learn. Based on Grasha (1994), the disadvantage of this style is if the teacher applies this style in every meeting, it can give effect to the teacher and students because of less interaction between both of them. Besides, the teacher only focuses on good expectation to the student without thinking what students need during learning process. It possible that the students may not get interest in joining the class.

*Personal model teaching style.* The teacher becomes personal model. It means the teacher functions as a leader for the students, showing students how to do something and encouraging students to do based on teachers' act. In this teaching model, students learn through observing and copying teachers' process (Grasha & Hicks, 2000). In personal model teaching style, the teacher becomes a demonstrator. For example, during the learning process the teacher suggests guidelines for appropriate behavior (Vaughn & Baker, 2008). The advantage of this style is such the teacher will give very clear guidelines to the students how to complete the task

(Grasha, 1994). Moreover, the students do not feel worried if the teacher suddenly gives task in the classroom during learning process. Therefore, in this teaching style the teacher always shows how and what to do during teaching and learning process. Grasha (1994) said that personal model style has the disadvantage like the students do based on teachers' instruction. Some of teacher believes that this approach is best leading for the students. On the other hand, some of students may feel unconfident if they cannot finish up such expectation and standard from the teacher.

***Facilitator teaching style.*** The teacher becomes guide for the students. It means there is an interaction between teacher and student. The students can ask question to the teacher, the teacher can give good suggestion to the students, and teaches students to learn independently. Besides, the teacher also can give support to the students during learning process (Grasha & Hicks, 2000). Teacher who applies a facilitator teaching style is inclined to concentrate on activities. Facilitator teachers typically plan group activities that demand active learning, collaboration between the student and others and solve the problem in one group (Seifoori & Hassanzadeh, 2015). According to Grasha (1994), the advantages of this style such as make the students interested to learn in the class because there is an interaction between the teacher and student. To build the good relationship between both of them, the teacher and students can work together. The boundaries between the teacher and students are not as formal. The teacher can create a small group discussion and they can share information they have each other. There are more opportunities for students to express how they feel about tasks and perhaps about each other. Besides, the teacher

can give a lot of suggestion to the students. It makes the students enthusiasm in joining the class. Based on Grasha (1994), the disadvantage of this style such make the students uncomfortable because in facilitator style the interaction between the teacher and students are not formal as the usual. They act like a friend through learning process. This situation makes the students afraid if they behave badly.

***Delegator teaching style.*** Grasha and Hicks (2000) said that delegator teaching styles is the teacher as a resource person. The students learn independently. So, if they face difficulty or find the problem during learning process they can ask to their teacher. This teaching style makes the students responsible for themselves. Besides, the teacher is available when the students want to ask about the subject or the material. According to Seifoori and Hassanzadeh (2015), teacher who practice a delegator style is disposed giving responsibility for the students to learn themselves. In delegator teaching style the teacher gives the student opportunity to plan and applies their own learning experiences and the teacher acts as consultative role. Grasha (1994) stated that the advantages of delegator style are to makes the student confidence. It means the students learn independently when in the classroom during learning process. Besides, the students perceive themselves as independent learners. The students can complete their task themselves. In this teaching style the teacher only for “resource person”. It means the students ask to the teacher if they cannot solve the problem about the subject or material. One of disadvantage of this style is may mislead for students when they work independently through learning process (Grasha, 1994). The students learn independently without explanation and direction



from the teacher. Some students may become anxious when the students learn independently because they are responsible for themselves during learning process.

**Factors influencing the teaching style.** According to Grasha (1994), there are two factors influences of teaching style. There are the level of students' ability and the subject matter. Firstly, every student has different level to understand the subject or the material. Some of students understand the subject by listen teachers' explanation and take note. Others students may understand the subject with discussion. Therefore, the teacher should be able to know several of students' learning and their ability in understanding the subject or the material. By knowing the students' learning and students' level helps the teacher to adjust the appropriate teaching style to their students (Coldren & Hively, 2009). Second, the subject matter influence of teaching style. The teacher should recover the difficult subject to be easier. It makes the students understand well the subject when in the classroom. Besides, the teacher should explain the subject with clarity presentation. Using the body language, loud of voice, and use of language helps the students understand with teachers' explanation. Therefore, the teacher should make short and clear explanation.

**Factors how to select teaching style.** If the teacher wants to modify their teaching style there are some factors that they would to consider. Grasha (1994) mentions three factors associated with selecting of teaching style there are:

***The ability of student to handle the course demand.*** The students' ability to understand the course. One of factors if the teacher wants to modify their teaching style is the students' ability. Every student has different level to handle the course. Besides, not all the students understand the subject or the material automatically. Therefore, the teacher should prepare themselves to explain clearly until the students understand well (Nunan as cited in Ananda *et al*, 2017).

***The teachers control of the classroom tasks.*** Nunan as cited in Ananda *et al* (2017) stated that the teacher should organize the course and describe what must be learned when in the classroom. In every meeting the teacher should explains to the students what will they do for today. Besides, the teacher also gives very clear explanation to the students in doing the task. So, the students will understand the guidelines in doing the task. Therefore, there will be no misunderstanding between the teacher and students. When the students do the task in the class the teacher should know the progress of every student. The teacher can use the written feedback to inform the students' progress.

***Building the relationship between the teacher and student.*** The communication between the teacher and student is important. The teacher should try to build the good relationship with the students. Both of them can build the communication when in the classroom. For example, the teacher listens to the students' problem. The teacher helps the students by giving suggestion or support how to solve the problem. When in the class, the teacher should give positive feedback to the students. Do not judge the students in front of the class when they do

mistakes during learning process. Because make the students will unconfident again when they want to attend the class. For the following day the students may not interested in joining the class because the students afraid if the teacher gives negative oral feedback. To increase students' communication the teacher shows students how to work together. The teacher can make a small group discussion consists of 4 or 5 students. This activity makes students to build communication with others. Besides, the students also build a good communication to the teacher. They can ask to the teacher when they find difficulty through learning process.

**Teachers' Teaching Style toward Students' Achievement.** Long and Coldren as cited in Coldren and Hively (2009) stated that teaching style is the important predictor of succes in the class. To measure the students' succes, the teacher should be aware of what the students already achieve in teaching and learning process. Students' achievement is determined by some factors such as students' ability and the level of compatibility between teachers' teaching style and students' learning style (Zhou, 2011). Every students has different abilities to understand the subject or the material. The teacher should reconcile the teaching style that can improve students' ability. Gohdes, Henson and Hou as cited in Kang'ahi *et al.* (2012) opined that teachers' teaching style and students' learning style can improve students' achievement. Therefore, compatible match between the teachers' teaching style and students' learning style has relationship with the students' academic achievement.

### **Related Study Review**

There are two related studies of the research. The first is from Ahmed (2013) under the title “Teacher-centered versus learner -centered teaching style”. The purpose of this study was to determine to examine and identify the type of teaching style at a mid-sized, publicly funded Midwestern University. The participants of this study consisted of 22 students. There were 14 males and 8 females. The finding of this study indicated that there are two types of teaching style practiced at the Midwestern University they are learner centered and teacher centered. Based on explanation of this research learner centered have some characteristics such as gives student opportunity to be responsibility for their learning and help the students to solve the problem about the subject. This characteristic is related to facilitator and delegator teaching style means that facilitator and delegator have some characteristic with learner centered that is teacher as guide. Meanwhile, teacher centered practiced in the class usually the students get information from the teacher, the students became passive learner which means the student just listen to the teacher through learning process. The characteristics of teacher centered have the same characteristic of expert, personal modal, and formal authority teaching style. One of the characteristic from expert, personal model, and formal authority style is the teacher as lecturer. Therefore, the result of this research showed that the students like learner centered rather than teacher centered.

The second study related to this research is “Teacher-centered or student-centered learning approach to promote learning “by Emaliana (2017).The aim of this

research is to investigate students attitude toward students-centered and traditional teaching approaches. The participants of this research consisted of 140 English department students from University of Brawijaya Malang in East Java. In teacher centered teaching style, teachers play important roles in the learning process. Teacher is information provider for the students. In designing the activities, the teacher controls every activity in the class. One of characteristic above is same with expert, personal model, and formal authority teaching style because in this teaching style the teacher as demonstrator. It means that the teacher ask the students based on teachers' act. Meanwhile, students centered mentioned that the teacher asks students to make a group or individual on their learning activities. The students are active participants in learning, and the teacher help students in their learning. The characteristics of students centered same with facilitator and delegator teaching style. One of characteristics of facilitator and delegator style is the teacher as guide for the students. The result of this research that respondent more agrred with students centered than teacher centered teaching method.

Those two research above have the similarities and dissimilarities with this research. The similarities between two research are discussing about teaching style. Besides, this research conducts in university. However, the differences of two research is the purpose of doing research. This current research aimed to know that teaching style influence students to learn. Therefore, teaching style also helps the students improve their academic achievement. These research contribute to the research in explaining more about teaching style.

## **Conceptual Framework**

Dhar and Novemsky (2008) said that preference is making individual choice on how to choose something. Preference can be expressed through choices. Lee (1984) said that preference is a mind that encourages someone to have choice. Someone has a preference to choose one thing over another. Every student has different preference. The factors that influence on students' preferences in learning process are such as physical, behavior, interaction style, thinking style, ways of learning and ability of learning when the students receive new knowledge.

Teaching style is the role of teacher in the classroom including how the teacher delivers the material or the subject, how the teacher communicates with the students, and what activities prepared by the teacher through learning process. Based on Kardia and Wright as cited in Laird, Garever and Niskode (2011), teaching style involves skills, conception, intelligence, diligence, also strive and how to face challenges in the classroom using various ways of teaching. This research used Grasha's study which categorized teaching styles into expert, formal authority, personal model, facilitator, and delegator style. In expert style (the teacher as informant), formal authority style (the teacher as coach), personal model style (the teacher as demonstrator), facilitator (the teacher as guide), and delegator style (the teacher as resource person).

Students' preference on teaching style makes the students aware that teachers' teaching style influences their learning in the classroom. Therefore, knowing the students' preference gives opportunities for teachers to make adjustments to serve

their students better (Grasha & Hicks, 2000). The conceptual framework of the research is presented in the following table:

**Table 1. Diagram of Conceptual Framework**

