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Exploring The English Teacher's Teaching Style

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Abstract: This study explored the teaching style of an English teacher at SMP IT Cordova Samarinda using Grasha's Teaching Style Model (1996), which identifies six types: Expert, Formal Authority, Personal Model, Facilitator, Delegator, and their combinations. The model emphasized how teachers delivered content, interacted with students, and structured the learning environment. A qualitative case study design was applied, focusing on one teacher to gain an in-depth understanding of instructional practices within a real classroom. Following Creswell's (2013) view, a single case can provide deep insights when purposefully selected. Data collection included classroom observations, semi-structured interviews, and analysis of instructional documents. The teacher predominantly used Delegator, Facilitator, and Personal Model styles. These approaches promoted student independence, encouraged collaboration, and fostered a more active and competitive learning environment. The study highlighted that such methods helped meet diverse student needs and enhanced engagement. However, challenges were also noted, including the time-consuming nature of these styles and their limited effectiveness for students who relied heavily on direct teacher guidance. While the study's single-participant design limited generalizability, it still offered meaningful insights into the role of teaching style in Indonesian secondary education. The presence of the observer may also have influenced classroom behavior. In conclusion, the findings suggested that professional development programs should focus on varied experiential training to better support junior high school students. The study also recommended further research involving different subjects or educational levels to expand the understanding of effective teaching practices.

Keywords: English Teacher, Grasha's Teaching Style, Instructional Behavior

INTRODUCTION

Despite being taught for over seven decades, English remains a foreign language in many regions of Indonesia. As a compulsory subject in junior and senior high schools, English plays a crucial role in national education. However, the teaching and learning process remains

complex, requiring not only cognitive effort but also emotional and physical commitment. English teachers are not only expected to transmit knowledge but also to create learning environments that foster student growth, independence, and engagement. The role of the teacher extends beyond content delivery; it includes preparing students to focus, participate actively, and become independent learners. Ideally, teachers should also be able to inspire and motivate students, adapting their instruction to meet diverse learner needs. With the implementation of the Independent Curriculum (Kurikulum Merdeka) in 2022, the Indonesian government has emphasized student-centered learning, encouraging the development of student competencies, interests, and talents. This aligns with the broader shift towards recognizing students as individuals with unique learning profiles that require varied teaching approaches.

To support effective learning, English teachers must exercise flexibility in their teaching styles and establish classroom environments where students feel motivated and supported. According to Rose (2016), teaching variability can be highly beneficial, as it considers students' individual strengths, emotional dispositions, and learning backgrounds. Brown (2000) also argued that a teacher's approach to instruction—shaped by their philosophy of education, teaching style, methods, and classroom techniques—affects how learners process and acquire knowledge. Teaching style, therefore, serves as a key factor in shaping students' learning experiences. Cooper (2001) defines teaching style as the total set of techniques, activities, and strategies a teacher employs based on their comfort and beliefs. Similarly, Grasha (1996) emphasized that teaching style reflects a teacher's values, attitudes, and behavior in the classroom. Multiple typologies of teaching styles have emerged, including those from Peacock (2001), Cook (2008), and Grasha (1996; 2022), which describe teaching approaches from visual-auditory groupings to more complex categorizations such as facilitator, delegator, personal model, expert, and formal authority. These variations highlight the need for educators to tailor their styles to support student engagement and achievement, particularly in language learning contexts.

Grasha's classification of teaching styles is particularly relevant in Indonesia's evolving educational landscape. His model, which emphasizes the alignment between teacher behavior and student diversity, resonates with the goals of the Independent Curriculum. However, in applying these styles, teachers must remain critical and adaptable. For example, the delegator style promotes student independence, but may not be suitable for all learners, especially junior high school students with limited English proficiency and minimal exposure to the language at the elementary level. Overreliance on one style could hinder learning or increase anxiety among students. Gilakjani (2012) emphasized that EFL teachers should be mindful of their teaching styles to avoid misalignment with student needs. While Kolb (1984) supported the idea of challenging students through diverse styles to foster creativity and growth, Felder & Henriques (1995) warned that students' preferred styles may not always lead to optimal learning. Therefore, teachers must continuously adjust their teaching based on experience, beliefs, and understanding of students' roles in learning. Research using Grasha's framework,such as studies by Vaughn & Baker (2008), Ghanizadeh & Jahedizadeh (2016), Karatas & Yalin (2021), and Toyama & Yamazaki (2019),has largely focused on higher education contexts. There remains a notable gap in exploring these styles in Indonesian junior high schools, which this study aims to address by investigating the English teacher's teaching style at SMP IT Cordova Samarinda.

SMP IT Cordova Samarinda was chosen as the research site due to its distinctive educational approach that integrates character education and Islamic values with national curriculum standards. As a private junior high school, it provides a structured yet flexible learning environment that supports the implementation of the Independent Curriculum (Kurikulum Merdeka), which emphasizes student-centered learning and competency development. The school's commitment to holistic education aligns with the research objectives, particularly in exploring how teaching styles influence student engagement and independent learning. Moreover, the English teacher at SMP IT Cordova demonstrates varied and consistent teaching practices that reflect multiple styles, offering a rich context for in-depth analysis. The manageable class size, supportive school administration, and access to relevant teaching and learning resources further contributed to the site's suitability. Therefore, this school provides a meaningful and practical setting to explore how Grasha's teaching style framework can be applied in Indonesian junior high school classrooms.

METHOD

In order to explore the English teacher's teaching style at SMP IT Cordova, Samarinda, The methodological framework of this research employed a qualitative approach. In this research the population is 398 students at SMP IT Cordova, Samarinda. The genders of the students are 199 females and 199 males. The grades at SMP IT Cordova are divided into three levels: Grade 7, Grade 8, and Grade 9. Each grade level consists of 4 classes with 30-33 students. In this research, the researcher conducted observations at SMP IT Cordova, Samarinda. The observations started on January, 17, 2022 until, February 08, 2022, every Monday to Thursday. The duration of each observation was 60 minutes. During the Covid-19 Pandemic, the students are divided into two types, online (at home) and offline (in the classroom). Meanwhile, since January, 04, 2022, all the students have attended to school 100%.

RESULTS AND DISCUSSION

4.1.1. The Profile of SMP IT Cordova, Samarinda.

The research was conducted at SMP IT Cordova, Samarinda. It is a private school that organizes education with reference to Islamic religious values. In teaching and learning activities, the curriculum used is Kurikulum Merdeka combined to Integrated Islamic School Network Curriculum. The learning process applies an active learning approach, Multiple Intelligence, and always integrates ethical values into learning activities.

Learning activities at SMP IT Cordova build in an atmosphere of Islamic relations between students and teachers, who practice 4S (Smiles, Greetings, Addresses, and Politeness), mutual respect, as well as allowing students to express themselves dynamically and pleasantly.

The learning models implemented at SMP IT Cordova vary, it is according to the learning theme. However, the frequently used among them are: lecture, question and answer, active learning, ctl, outdoor learning, discussion, case study and games.

The daily activities in this school are: *Duha* (Morning) prayer, *Al-ma'tsura Muroja'ah* (reciting *Al-Qur'an*), *Qur'an* (Islamic holy book) memorization, improving Arabic and English vocabularies, *Zuhr* and *Asr* (afternoon prayers) together. Then, the weekly activities in SMP IT, Cordova are: Monday morning ceremony, Language's week, such as; Arabic and English, scout, mentoring, extracurricular, in-depth material for class IX, and *Shaum Sunnah* (not obligatory fasting for Muslim). To support learning activities, SMP IT Cordova has the following supporting programs such as: study tours, fun swimming, fun cooking, commemoration of Islamic and national holidays, basic training student leadership, home stay, motivational tour, outing and *Mukhayyam* (School camp).

The habit of worship and moral Character are 4S Culture (smile, greeting, adressing, and politeness), the habits of Self-cleaning and school environment, *Shaum sunna*h (fasting in

every Monday and Thursday). In the morning, when new students arrive at school, they greet and shake hands with the teachers they meet. In the morning the students would perform *Dhuha* (Morning prayer), recite the morning recitation, read *Al-ma'tsurat* (prayers and remembrance), and develop Arabic and English languages the last Students and teachers do *Asr's* (midday prayers) in school's Mosque.

Implementation of the Teacher's Dominant Teaching Styles.

To find the teacher's teaching style in the classroom practices when teaching English at SMP IT Cordova, Samarinda, in this regard, the researcher had the opportunity to observed nine classes, three Female classes and three male classes of three different levels, which was taught by an English teacher. Considering it was pandemic Covid-19 era, when this research had been conducted, the first lesson at Cordova, Samarinda, starts promptly at 7.30 am and end at 11.50 pm. However, the normal pattern of the school activities at SMP IT Cordova, Samarinda is start at 07.00 a.m and end at 14.30 p.m. There is the various English teaching process in the classroom at SMP IT Cordova, Samarinda.

There is variation in the level and pattern of interaction between the teacher and students.

Accordingly, the teacher comes early and preparing to teach the class after the students read *Al-ma'tsurah* (Prayers) with their homeroom teacher. The variation in the pattern of level of interacts between teacher and students in SMP IT Cordova are:

1. Opening

The first thing the teacher does before starting learning activities in class is to do a short prayer, pray to God to make it easier to receive knowledge. Before starting the material, the teacher first checks the readiness of students. The teacher mentions their names one by one to check the student's presence, (this activity is sometimes had to be cut off if there is not enough time, such as when the teacher came late to class due to an accident on his way). After that the teacher will give an advice related to beliefs in Islam.

Next, that the teacher explains the learning objectives first. The teacher conveys important points that must be achieved by students when the lesson is finished. During the research, the teacher briefly explained the contents of the lesson plan (by showing it on LCD Projector) and informs that in one class meeting, one or two skill subjects should be completed, however it depends on the later situation

2. Activities.

After making sure that students are ready to study, the lessons begin with the teacher stimulating students' knowledge and memories by associating them with the subject. In the next twenty minute, the learning activities filled with the teacher explaining the content of the subject and important points that students should understand. When the exposure is sufficient, the teacher ensures that the material he teaches has been properly distributed to students. The teacher asks questions to students randomly. Usually if there are students who have difficult in answering the questions, the teacher would give the same question at other students or at students who volunteering to answer the question.

The next, the teacher gives students time to ask questions related to the material. If students ask any questions, then the teacher continues the class activities with students have to do assignments individually or as a group. Usually, the assignments were prepared by the teacher before, or students have to find it on their textbooks. The teacher always gives 10 minutes for students to complete their assignments, however, frequently, students always asked for an extension of up to 15 minutes more.

Later, when students work on assignments, the teacher watches from the front or goes around to help students and making sure they understand what they have in order to solve the

task in the assignments. In all 3 males' classrooms, whenever the teacher commanded them to finish the task, some of them did not do it on time, even though the additional duration was given. In the end, the teacher asked them to keep completing the assignment until the last lesson of the day and collect it at his desks.

3. Reflections.

Before ending the English teaching and learning activities, firstly, the teacher would summarize the teaching material of that day. Finally, the Teacher end the class with praying together based on Islamic guidance.

The Variation of Using Media and Material of Construction.

During the English teaching and learning activities, there are the variations of using media and material of construction, as follows:

1. Rpp (Lesson Plans).
2. The Rpp is shown to students at the beginning of each learning session.
3. English Student Book Material.
4. Material books are used only at certain times. Its function was to guided students in learning the materials subject and found the assignments task.
5. White board.
6. Whiteboards are used when students were given the task of writing the answers sequentially or randomly.
7. Writing tools.
8. The teacher uses the attendance book to check student presences. He was using pens, board markers and erasers that have been prepared by the school.
9. Papers.
10. Papers containing of assignments task and blank paper. That were distributed to students for them to worked the task based on the instructions.
11. Laptop.
12. Teachers always teach using laptops as the main medium.
13. LCD Projector.
14. Students were able to saw the material clearly on the projector. The projector was been set before the lesson begun.

The teacher always displays pictures which are interesting and related to the teaching material. Meanwhile, during the observations, the teacher never had been using videos or audio visual as the tool to teach material to students. According to Peacock (2001), language teaching styles can be categorized as visual, auditory, group, individual, and tactile, the English teacher used all the combinations categories, except auditory.

The Variations Types of The English Teacher's Teaching Teaching Style in the Classroom at SMP IT Cordova, Samarinda.

During the observation at SMP IT Cordova, Samarinda, the researcher found that the English teacher employed various teaching styles. First, the *Formal Authority* style, in which the teacher functions as the central source of information, delivering material explanations and setting classroom rules, although this style was not used dominantly. Second, the *Delegator* style emphasizes student independence; the teacher assigns individual or group tasks and provides assistance upon request, encouraging students to take responsibility for their own learning. Third, the *Facilitator* style is reflected in the teacher's flexibility to adapt materials and teaching approaches to meet students' needs, fostering a supportive and collaborative classroom interaction. Fourth, the *Expert* style, where the teacher demonstrates in-depth knowledge and offers detailed explanations when students encounter difficulties. Lastly, the

Personal Model style involves the teacher serving as a role model by providing direct examples and guiding students through modeled behavior. The most frequently employed teaching styles were Delegator, Facilitator, and Personal Model, indicating a participatory and student-centered instructional approach.

The Implements of the Teacher's Teaching Style Dominanta Teaching Style at SMP IT Cordova, Samarinda.

To understand how the English teacher at SMP IT Cordova, Samarinda implemented his teaching style in daily classroom practices, a series of semi-structured interviews were conducted with the teacher (T1). The interviews focused on exploring three primary influencing factors: the teacher's educational background, teaching experience, and personal beliefs about effective English language instruction. Thematic analysis of the data revealed that T1 employed a combination of delegator, personal model, and facilitator teaching styles, each influenced by his background and tailored to the students' developmental level.

The Factor Influencing English Teacher's Teaching Style in the Classroom at SMP IT Cordova, Samarinda.

Based on the findings, the English teacher at SMP IT Cordova Samarinda (T1) holds a Bachelor's degree in English Education and actively enhances his pedagogical competence through participation in teaching seminars, routine in-school teacher training, and involvement in subject-specific teacher forums (MGMP). The institution requires its educators to meet rigorous standards, including a minimum GPA of 3.5 and the memorization of at least Juz 30 of the Qur'an, reflecting the school's emphasis on academic and moral excellence. T1 has accumulated approximately nine to ten years of teaching experience at the school, beginning his career immediately after graduation. This long-term teaching engagement demonstrates his commitment and professional growth as an educator within a structured Islamic educational environment that prioritizes both subject mastery and ethical guidance.

Furthermore, T1 exhibits a strong belief in adopting *Delegator*, *Facilitator*, and *Personal Model* teaching styles, aligning with the principles of the Independent Curriculum (*Kurikulum Merdeka*) implemented by the Indonesian Ministry of Education. He emphasizes student autonomy, critical thinking, and self-directed learning, while simultaneously modeling good behavior and moral conduct. T1 believes that teaching styles must be adaptable to students' conditions and that effective teaching methods significantly influence student motivation and engagement. His flexible and student-centered approach reflects a *humanistic teaching style*, as classified by Cook (2008), wherein the learning process is collaborative, student-led, and grounded in mutual respect. These beliefs underscore T1's rational pedagogical stance, which values sensibility, adaptability, and a focus on learner development both academically and morally.

Students Respond toward the Teacher's Teaching Style .

In order to know the student's responses toward the teacher's teaching style at SMP IT Cordova Samarinda. The data were collected through interviews and observation. The table represent the interview data from students regarding their responses toward their teacher's teaching style at SMP IT Cordova, Samarinda are :

Table 1. The Students' Self-Motivation to Learn English

Student ID	Interview Quote	Open Code	Thematic Code
Student 1	*"I don't really like to learn English."*	Lack of interest in learning English	Students' self-motivation to learn English

Student 2	*"I do like to learn English. Because the lessons are easy to understand."*	Interest linked to lesson clarity	Students' self-motivation to learn English
Student 3	*"I don't know. I like it, only a little bit."*	Mixed feelings; low-to-moderate interest	Students' self-motivation to learn English
Student 4	*"I do like to learn English."*	Positive attitude toward learning English	Students' self-motivation to learn English
Student 5	*"I do like to learn English."*	Positive attitude toward learning English	Students' self-motivation to learn English
Student 6	*"I do like to* learn *English."*	Positive attitude toward learning English	Students' self-motivation to learn English

From the table 4.1, the results show that the student 1 expresses a clear dislike for learning English, showing low intrinsic motivation. This lack of interest can impact engagement and learning outcomes.

- Student 2 enjoys learning English, motivated by the ease of understanding the lessons. This shows that clear instruction can boost motivation.
- Student 3 expresses ambivalence, indicating moderate to low motivation. This uncertainty could reflect inconsistent experiences with learning English.
- Student 4 expresses clear enthusiasm for learning English, showing high intrinsic motivation, which is important for sustained language learning success.
- Student 5's response shows consistent interest in learning English, reflecting strong self-motivation.
- Student 6 also expresses a clear liking for learning English, indicating a high level of self-motivation that could support active engagement and achievement in the subject.

Table 2. Students preferred English learning style (Grasha & Riechmann,1974)

Student ID	Interview Quote	Open Code	Thematic Code
Student 1	*"Ask my friends"*	Collaborative	Students preferred English learning style (Grasha & Riechmann)
Student 2	*"I will directly ask my teacher, or ask my friends"*	Dependent	Students preferred English learning style (Grasha & Riechmann)
Student 3	*"Sometimes I asked my friend, sometimes I searched for the answer by myself"*	Independent	Students preferred English learning style (Grasha & Riechmann)
Student 4	*"Directly asked my teacher"*	Dependent	Students preferred English learning style (Grasha & Riechmann)
Student 5	*"Asking my teacher, directly"*	Dependent	Students' preferred English learning style (Grasha & Riechmann)
Student 6	*"Directly ask my teacher"*	Dependent	Students' preferred English learning style (Grasha & Riechmann)

Table 2, showing that students 1 relies on teacher, prefers to discuss and collaborate. Students 2 seeks guidance from the teacher and peers, shows a mix of dependence and collaboration. Students 3 uses peers for support but also shows initiative to find answers independently. Students 4 relies on teacher for explanations and support, structured approach. Students 5 prefers guidance from teacher, and students 6 relies on teacher explanations.

Table 3. Students preferred English Teacher's Teaching Style

Student ID	Interview Quote	Open Code	Thematic Code
Student 1	*"I prefer a flexible (facilitator) teacher."*	Flexible, supportive teacher preference	Students preferred English Teacher's Teaching Style

Student 2	*"I prefer a flexible (facilitator) teacher."*	Flexible, supportive teacher preference	Students preferred English Teacher's Teaching Style
Student 3	*"I prefer a humorous, chill and delegator type of teacher's teaching style."*	Humorous, relaxed, delegator style preference	Students preferred English Teacher's Teaching Style
Student 4	*"I prefer a flexible (facilitator) teacher."*	Flexible, supportive teacher preference	Students preferred English Teacher's Teaching Style
Student 5	*"A teacher who leads the students."*	Leadership-oriented teacher preference	Students preferred English Teacher's Teaching Style
Student 6	*"I prefer a teacher who leads students (to learn) and share his personal experiences."*	Leadership and personal model preference	Students preferred English Teacher's Teaching Style

The tables show that Student 1 explicitly prefers a teacher who adopts a Facilitator style: flexible, supportive, and likely to encourage active participation and group learning.

- Student 2 also prefers the Facilitator style, indicating a desire for a learning environment that is adaptable and responsive to student needs.
- Student 3 prefers a teacher who is relaxed, humorous, and delegates responsibility,combining elements of the Facilitator and Delegator styles, promoting independence and a supportive atmosphere.
- Like Students 1 and 2, Student 4 favors a teacher who fosters a collaborative and adaptable classroom environment, consistent with the Facilitator style.
- Student 5 prefers a teacher who guides students,aligning with the Personal Model style (leading by example) or Expert style (structured, authoritative guidance).
- Student 6 values a teacher who combines leadership (guiding students) with personal sharing,matching the Personal Model style where the teacher models both behavior and subject-matter learning.

Table 4. Students' perceptions toward the English teacher's teaching style (Grasha,1996)

Student ID	Interview Quote	Open Code	Thematic Code
Student 1	"(He is) flexible (teacher)"	Flexible teacher	Students' perceptions toward the English teacher's teaching style (Grasha)
Student 2	"He is kind (teacher), never been angry, and flexible"	Kindness; flexibility	Students' perceptions toward the English teacher's teaching style (Grasha)
Student 3	"He is a humorous teacher"	Humor; positive learning atmosphere	Students' perceptions toward the English teacher's teaching style (Grasha)
Student 4	"(He is) flexible (teacher)"	Flexible teacher	Students' perceptions toward the English teacher's teaching style (Grasha)
Student 5	"(He leads the students)"	Guidance; leadership	Students' perceptions toward the English teacher's teaching style (Grasha)
Student 6	"He gives us the examples based on his personal experiences"	Real-life examples; personal connection	Students' perceptions toward the English teacher's teaching style (Grasha)

The table show that the student 1 perceives the teacher as flexible, suggesting a Facilitator or Delegator style. A flexible teacher adapts to students' needs, allowing more student autonomy. The student 2 highlights kindness and flexibility, indicating the teacher creates a positive, supportive environment (Facilitator style), fostering student engagement and motivation. The students 3 percepts toward a humorous teacher builds rapport and encourages participation, reflecting a Facilitator style by promoting a comfortable and engaging classroom environment.

Meanwhile, similar to Student 1, the students 4 values the teacher's adaptability, again pointing to a Facilitator or Delegator style that supports diverse learning needs.

The students 5 highlights the teacher's role in leading and guiding the class, which fits the Formal Authority style, where the teacher is the main leader and organizer of learning. The last, students 6 had the perceptions that by giving examples from personal experience, the teacher is modeling tasks through lived experience, representing the Personal Model style.

Furthermore, there the responds of the students are related to the advantages and disadvantages of the English teacher's teaching style to students in the classroom at SMP IT Cordova, Samarinda.

1. The Advantages

The are several advantages of the teacher's teaching style of SMP IT Cordova, Samarinda, as they dominated by Delegator, Facilitator and Personal Model type of teaching style. They are:

1. Enable a positive attitude towards the language learning.
2. When being asked about their attitude toward the language learning, three of six students answered with:
3. *"I do like to learn English"* (S4, S5, S6, L2, TS).
4. Their statement indicated the positive attitude respond toward the language learning. It is defined as their affective responses.

i. Efficiency.

5. Among six of the students, there of them agreed that the type of teaching style used by the English teacher indicated the efficiency teaching the language, as they stated:
6. "*The teacher is flexible*" (S1, S2, S4, L4, TS).
7. The pattern of efficiency in teaching is the teacher being patient with students, and evaluate their teaching on a regular basis.

a. Able to reach students who are independent type of students.

8. One indicator of independent type of students, according to Grasha-Reichmann, (1996) is able to find the subject material from the other source rather than their teacher. During the observations, mostly the students who are sitting on the first row tend to learn independently, take the initiative to find the answer in other source rather than task book or teacher without being asked.

a. Teaches students to be able to collaborate in solving problems.

9. During the classroom activities, the teacher frequently asked his students to form some groups, contained of 3-4 students. This teamwork is able to encourage students to be able to solve the problem collaboratively, respect to each other and working together as a team.

a. Set a good example for students.

10. It is indicated by what the students said in the interview, such as:
11. S5: "*He (the teacher) leads the students*…." (S5, L4,TS)
12. And the other students said:
13. S6: "He a*lways gives an example according to the personal experience of the Ustaz (Teacher), anyway".* (S6, L4, TS)

Their statements implied that the teacher set as a good personal model for the teacher, his behavior intended to build the positive figure for his students.

- Improve students' individual skill.

When the teacher asked students to answer the questions he gave, the responses from students showed the development of students' abilities. In other times, after explains the material of degree of feeling, positive feeling and negative feeling, the teacher asked his students to come in front of the class to perform how to expresses the degree of feeling, such as:

S1 : *Sifa, do you like reading Harry Potter's novel?*
S2 : *No, I don't like reading Harry Potter's novel.*

The student's able to use the expression degree of feeling as the teacher describe, their performance indicated that the students have the individual skill improvement.

2. Disadvantages

There are some disadvantages of the type of teaching style according to students respond toward their English teacher's teaching style during the observations and interviewed either.

a. Dependent students get less attention from the teacher.

During the observations, the researcher found out that the teacher mostly focuses on encourage students to learn independently, however, the students stated that most of them tend to ask their friend of preferably asked their teacher whenever they do not understand the learning material. As they said:

S1: *"(I) prefer to ask my friend (about the material i could not understand)*" _(S1,L3,LS.
S2: "I will directly ask my teacher, or ask my friends "_(S2, L3, LS)
S3: "*Sometimes I asked my friends…."* _(S4, L3, LS).
S5: *"I will directly ask my teacher*" (S5, L3, LS)
S6: *"I will ask my teacher, directly*" (S6, L3, LS).

All of six students agreed that most of them prefer to ask their teacher directly or asking friend whenever they do not understand the material. However, during the observation these types of students have the less attention from the teacher.

b. Students with low abilities have difficulty understanding teaching material.

The pace of Delegator, Facilitator and Personal model of teacher's teaching style intended to excavate the student's learning potential, the teacher beliefs that mostly his students are smart and independent, as he stated:

"...I think most of my students have a good capability in Learning English"
(T1,L34, Bl)

However, during the observations, the researcher found out that most of the students were depend on their teacher, they frequently asked their teacher about some translation or ordering their teacher to re-explain the material.

3. Teachers rarely use Audio-lingual.

In this case the students get less exposure of authentic examples. During the observations, within the three weeks, the teacher never used audio-lingual to teach his students. Overall, the students' responses toward their English Teacher's Teaching style are relatively positive, among six students who had the interviewed with the researcher, only one of them who was not interested to learn English, and two students respond that they have less interest in learning English however, they are able to participated in teaching and learning activities because in their opinion their teacher is humorous and flexible.

As a student said:

S3*: "I don't really like to learn English" (*S3, L2,TS).

And his statement toward the English teacher's teaching style is:

S3*: "He (the teacher) is a humorous teacher"* (S3, L4, TS).

It can be concluded that, the students respond toward their English teacher's teaching style relatively good and they have conative respond. It is indicated by the student's significantly motivated to participate during the English teaching and learning activities in the classroom, although, there are several disadvantages occurred.

Discussion

Based on the result of the finding, during the observations and interview, the types of teaching styles of an English teacher at SMP IT Cordova Samarinda is dominated by Delegator

type of teaching style, Facilitator type of teaching style and Personal Model type of teaching style. The delegator type of teaching style, according to Grasha (1996; 2002) is the teacher preference to organize classes and instructions based on projects and presentations made by students. The teacher organized his classroom by giving students the freedom to design and implement a series of complex assignments while he will act more as a consultant on each project. The delegator teaching style is reflected in the teacher's effort to ensure that explanations are clearly understood by students. The Delegator style of teaching places most of the class control and responsibility on individual students or groups of students.

Because of these students are expected to work independently or in groups, they are expected to stay motivated to complete their assignments as well. The more complex an assignment is, the more freedom it provides. Students who are allowed to work under the Delegator type of teaching style are often learn much more than the project requires. Along with their specific project topics, students would learn the importance of working together in group situations while learning how to handle interpersonal relationships and roles in groups. In this case, the teacher will supervise, guide and instruct the students by showing them how to do something. The Teacher motivates students to observe, imitate, or reflect on the methods and approaches provided by them.

The advantage of the Delegator type English teacher's teaching style at SMP IT Cordova, Samarinda, is that the teacher allows students to be more involved in the way they learn and student's' teamwork. It teaches students how to collaborate in small or large settings showing students how to work collaboratively with their peers. The advantage is that students will learn to be independent thinkers. They will understand that they, with minimal direction from their teacher, can challenge a difficult task and do it with confidence

This type of teaching style is suitable for teaching and learning during the Covid-19 pandemic. During the pandemic of Covid-19, the teaching and learning were 100% processed online. Students have to work individually, more. This type of teaching style is changing the way teachers and students approach teaching and learning. Moreover, this type of teaching style is in accordance with government recommendations in the teaching and learning curriculum in Indonesia. However, the primary barriers to delegator type of teaching style are certain personal attitudes, and the lack of teaching time.

The second dominant type of teaching style used by an English teacher at SMP IT Cordova, Samarinda is the Facilitator type. Grasha (1996;2002) states that the Facilitator Teaching Style emphasizes teacher-student interaction. The main goal of teaching is to encourage students who are independent and have high self-efficacy. The teacher encourages students to take initiative and carry out their own responsibilities in learning.

Therefore, teachers with this teaching style act as facilitators in the classroom. They guide students by asking questions, exploring options, suggesting alternatives, and encouraging students to make decisions. The choices, questions, and opportunities provided by the teacher serve as guidelines and guide students in learning situations. This style also shows that teachers are more inclined to guide students to carry out project-based activities and provide optimal motivation to students.

According to Bergil and Ercevik (2019), the advantage of the Facilitator type of Teaching Style is the personal flexibility of the teacher which focuses on the learning needs and goals of students. This will allow students to explore alternative options and methods of action. In the Facilitator's Teaching Style, students can develop their own learning criteria. In this case, the teacher works with students in project assignments in a consultative manner by providing support and encouragement to students. However, the weakness of this teaching style is that the teacher's time is displaced. Many ways are optimized by teachers in teaching, however sometimes a teacher is not able to meet all the diversity of students.

The last is Personal Model type of teaching style. Teacher with this type constantly supervise, guide, and instruct students by showing them how to do things. In the teaching and learning process the teachers motivate students to observe, imitate, or reflect on the methods and approaches provided by them.

The advantage of this type of teaching style according to Bergil and Erçevik (2019) is the students need for direct observation and role model. Teachers with the Personal Model type of Teaching Style encourage students to observe and then imitate the most appropriate attitude of them. In this case, student has to adapt themselves to teachers supervised and value. The disadvantages of this kind of teaching style are the processes of adapting would consume a lot of time for students who have less experience.

Meanwhile, according to Peacock (2001) ‘s categories of Language teaching style as visual, auditory, group, individual, and tactile. The English teacher of SMP IT, Cordova, Samarinda, has used all the categories except auditory teaching style. The lack of auditory of teaching style could make students get less authentic exposure of native speaker. Likewise, as for Cook (2008) categorizations of ESL or EFL teaching style six categories; academic style, audio-lingual style, Social communicative style, information communicative style, combines academic and Audio-lingual styles, and humanistic style, the teacher of SMP IT Cordova, Samarinda has Humanistic of teaching style. Accordingly, humanistic style is student-centered; students are encouraged to take control of their education. They are ordered to make choices that can range from everyday activities to future goals. According to students’ responses, mostly, they are agreed that their teacher understands the student's lack of ability, even though the teacher belief that he has tried his best.

On other hand, the teacher implementations of his teaching style, based on the teacher educational background, the teacher’s experience in teaching and belief of teaching style, it can be concluded that the English teacher has the skills to manages classroom activities, and has significant pedagogical skills.

The good educational background of the teacher can be seen from the way he imparts the knowledge to the students. His nine to ten years of teaching experience statistically significant have impacts on to manage classroom activities. According to Dewaele et al., (2017) the teacher's teaching experience does have a statistically significant effect on creativity, classroom management, and teacher pedagogical skills. However, the English teacher of SMP IT Cordova, still need to improve his pedagogical skill by continuing his study, or getting teaching certifications, in order to increase his knowledge.

On the other side, the teacher belief that he has to learn the material constantly. He understands his students need, being their model and cooperates with peers (school) in a consistent consultant manner. According to Ackerman (1972) this belief is categorized as rational beliefs. The indicator of rational belief is the English teacher flexible, logical, and consistent with reality. His willingness to change his teaching style, based on the student’s situation implied his consistency of with known facts.

Therefore, the students respond toward the English teacher’s teaching style are positively good. They are motivated to learn English, and significantly participated in teaching and learning activities in the classroom. As the conclusion, the types of teaching style used by and English Teacher’s at SMP IT Cordova, Samarinda is related to the indicators of positive teachers teaching style as developed by Grasha.

CONCLUSION

The findings of this study indicate that the English teacher at SMP IT Cordova, Samarinda predominantly employed a combination of Delegator, Facilitator, and Personal Model teaching styles, as classified by Grasha (1996, 2002). These teaching styles were consistently observed in classroom interactions and were reinforced by the teacher’s reflective

insights during interviews. The implementation of these styles was positively received by students, who reported increased motivation, active engagement, and improvements in individual language skills. Classroom observations further supported these responses, highlighting enhanced student participation, peer collaboration, and autonomous learning behaviors.

The teacher's adoption of these teaching styles was significantly shaped by three interrelated factors: a strong academic background in English education, extensive teaching experience, and a well-articulated belief in learner-centered pedagogy. Of these, the teacher's pedagogical belief system emerged as the most influential, guiding the deliberate and flexible use of teaching strategies to meet student needs. This combination of styles appears particularly well-suited to the junior high school EFL context in Indonesia, where students are in a transitional developmental stage—cognitively capable of independent thought, yet still in need of structured support. The Delegator and Facilitator styles promote inquiry and self-expression, while the Personal Model style offers essential scaffolding for language acquisition. Together, these styles foster a balanced approach that nurtures both linguistic competence and learner autonomy. However, while the overall impact was positive, the findings also suggest the need for adaptive strategies to address the needs of students who may struggle with independent learning. This highlights the importance of differentiated instruction and ongoing teacher reflection in aligning teaching style with student readiness and contextual realities in EFL classrooms.

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