

**The Analysis of English Teachers Teaching Style and
Their Effects on Students Interest at SMP Negeri 3
Sorong City**

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ABSTRACT

The objective of the research (1) the teaching styles applied by the English teachers at SMP N 3 Sorong City (2) the effects of English teachers teaching styles on students' interest in learning at SMP N 3 Sorong City. This research uses Descriptive qualitative method. Subject of this research are seventh grade, eighth grade and ninth grade of SMPN 3 Sorong City. In this research, researcher took interview to teachers and students as the primary data and the writer used the internet as the secondary data. Respondents consisted of 3 English teachers and six students. The data gathered through observation, interview and documentation. The results of this research showed that (1) The English teachers at SMPN 3 Sorong City applied 3 teaching styles namely expert teaching style formal authority teaching style, and facilitator teaching style (2) the researcher elaborated student's interest into 5 categories which are based on Slameto theory are attention, willingness, feeling happy, teaching materials and teachers' attitude and participation. The techniques of data analysis are data reduction, data display, conclusion drawing or verification.

Keywords: Analysis, Teaching Style, Student Interest

INTRODUCTION

In Indonesia, English is taught as a foreign language. In language teaching, the term "foreign language" is distinct from "second language," as it refers to a language that is not commonly used for communication within the country where it is taught but is instead included as a subject in the school curriculum. Achieving the goals of language learning relies heavily on both teachers and students. Teachers are tasked with conveying knowledge effectively, which requires creativity, competence, professionalism, and deep understanding to support a successful learning process for students. As professional educators, teachers must exhibit a high level of expertise in areas such as subject knowledge, pedagogical skills, and mastery of

teaching components, including curriculum design, learning materials, teaching methods, assessment techniques, and learning strategies that accommodate various learning styles and uphold a strong commitment to their educational responsibilities.

A teacher's teaching style significantly influences the teaching and learning process. It plays a crucial role in boosting students' motivation, discipline, engagement, and comfort, making the learning experience more dynamic and enjoyable. Given the diverse learning abilities of students, teachers need to foster a supportive learning environment that not only imparts extensive knowledge but also applies appropriate teaching styles to optimize the learning process. Teachers are responsible for nurturing principles, values, creativity, self-confidence, and critical thinking skills within their students. According to the Education Act 2005 No. 14, teachers are professional educators whose primary roles include educating, teaching, guiding, training, assessing, and evaluating students across early childhood education, formal education, primary, and secondary levels. Teachers are not only instructors but also serve as motivators, evaluators, facilitators, and guides who shape students' personalities and mental orientations.

Each teacher has a unique teaching style, despite a common goal of enhancing learning outcomes. Teachers' styles refer to the distinct ways they convey information and engage students in the classroom. Teaching style is essential in explaining material, creating a comfortable classroom atmosphere, and supporting effective classroom management, as it allows teachers to cater to individual student personalities and learning preferences. Effective teaching styles are those that move beyond traditional approaches to foster independent learning and actively engage students. Different teaching styles elicit varied responses from students, particularly regarding their interest and engagement, which are critical to the effectiveness of the teaching and learning process. If students lack interest and motivation in the subject, they may struggle to persist and achieve favorable results.

Observations conducted at SMP N 3 Sorong City revealed that English teachers may lack an understanding of teaching styles that effectively enhance students' engagement and mastery of English. Many eighth-grade students at SMP N 3 Sorong City appear disengaged from learning English, partly due to the teachers' monotonous teaching approaches. This study aims to investigate the teaching styles used by English teachers at this school and their impact on student interest. Based on the observed issues, the researcher is motivated to study teachers' teaching styles, particularly how they influence student interest.

The research gap here is that previous studies have not thoroughly examined the specific effects of different teaching styles on student interest and engagement in learning English, particularly in the context of foreign language acquisition. This study will investigate how various teaching styles influence student interest and whether these styles play a significant role in enhancing students' willingness to engage with English learning. Thus, this research, titled "The Analysis of English

Teachers' Teaching Style and Their Effects on Students' Interest at SMP N 3 Sorong City," seeks to address this gap and contribute valuable insights into effective teaching practices in foreign language education.

LITERATURE REVIEW

Previous Study

The first prior research is by Massaada (2016), titled "The Analysis of English Teachers' Teaching Styles and the Effect on Students' Motivation." This study aimed to investigate: (1) the teaching styles applied by English teachers at SMA Negeri 2 Majene, and (2) the impact of these teaching styles on students' motivation. The research employed a qualitative approach, and the findings were as follows: (1) Four distinct teaching styles were identified at the school, and (2) student motivation was classified into four categories based on Keller's theory—attention, relevance, confidence, and satisfaction. The study concluded that teachers' teaching styles significantly influence students' motivation.

The second prior research, by Nursyafah (2022), titled "Tutor's Teaching Style in Teaching English Material at Dormitory of Lain Parapare," examined factors in the teaching and learning process that can contribute to successful learning outcomes. This study identified five teaching styles at the location and utilized a quantitative method.

The third prior research is by Chindy Yulia Permatasari (2023), in the study "The Correlation Between Teachers' Teaching Style and Motivation of Natural Science Students in Learning English." This research aimed to determine the relationship between English teachers' teaching styles and the motivation of students majoring in science. It applied a correlation method within a quantitative research design.

Literature

Analysis

Analysis involves a thorough and in-depth examination of something, often addressing an issue or set of issues to identify solutions that improve or resolve them. According to Harahap, as cited in Azwar (2019), analysis means breaking down or deconstructing something into its smallest components. Based on this perspective, analysis can be understood as a thought process aimed at describing or solving a problem by examining it from its largest to its smallest units.

Teaching Styles

A teaching style is a method that teachers use to boost students' enthusiasm for learning and keep them engaged, minimizing boredom during class and creating a more comfortable teaching and learning environment. According to Nurjanah (2018), teaching style encompasses a teacher's behavior, attitude, and actions in

delivering lessons. Selecting an appropriate teaching style is a critical factor that teachers must consider in managing the learning process (Subroto, 2017). M. Saputra, as cited in Emosda & Anggraini (2018), describes teaching style as a series of interactions between teachers and students during the learning process, allowing students to effectively absorb the material presented. Sheikh and Mahmood (2014) explain that teaching style is a multidimensional concept that reflects how a teacher conveys information, communicates with students, organizes classroom activities, supervises coursework, and interacts with students socially.

Students Interest

Hansen (as cited in Fauziah, 2017) explains that students' interest in learning is closely connected to factors such as personality, motivation, self-expression, self-concept, hereditary influences, and external or environmental conditions. Similarly, Susanto (as referenced by Adawiyah & Fahri, 2017) describes interest as a "subject-related affect," which refers to a student's feelings and attitudes toward a particular subject. Interest reflects a sense that an activity, task, or subject holds value or significance for the individual. Furthermore, Sabri (cited in Syardiansah, 2016) defines learning interest as a tendency to focus on and retain information consistently, which can enhance student engagement and positively influence learning outcomes.

METHOD

Design and Samples

A researcher uses research design as a framework for conducting research. In this study Researcher used Qualitative descriptive method, this research provides an accurate description and explanation of the situation or symptoms at hand.

Instruments and Procedures

According to Sugiyono (2018:224), "data collection techniques are the most strategic step in research, as the primary goal is to obtain accurate data." This study employs the following methods:

1. Observation Method

The researcher used an observation checklist to monitor English learning activities in the classroom and identify the teaching styles applied by English teachers. By observing the learning process firsthand, the researcher could assess how teachers' teaching styles impact students' interest at SMP N 3 Sorong City. The purpose of this observation was to analyze various aspects of learning activities, starting from the introductory phase, moving through the core, and concluding with closing activities.

2. Interview Method

Interviews were conducted to explore the influence of teaching styles on students' interest in learning English and to gain detailed insights into the teaching styles used by English teachers. The researcher interviewed three English teachers and six students, asking targeted questions to gather relevant information about the teachers' teaching styles and student interest. Teacher interviews were divided into two stages, before and after teaching, to observe any changes. Student interviews focused on their responses to the teaching styles and their engagement in the learning process.

3. Documentation Method

Through the documentation technique, the researcher gathered supporting documents, including images and files collected during data collection at the research site. These documents serve as supplementary data to enhance and validate the findings.

Data Analysis

In analyzing the data, the researcher applies the interactive model by Miles and Huberman (2014), which includes three stages: data reduction, data display, and conclusion drawing/verification. The steps in this data analysis are as follows:

a. Data Reduction

Data reduction involves condensing and organizing significant information gathered during the research. This process helps categorize data, highlight key aspects of the research, and identify patterns related to the research topic. The volume of data collected depends on the duration of the field research.

b. Data Display

In qualitative research, data display typically includes a concise summary of the research topic, visual representations like charts, and an exploration of the relationships between research variables. This step aids in better understanding and interpreting the data.

c. Conclusion Drawing or Verification

In this final stage, the research conclusions are drawn based on the findings, aiming to answer the questions posed in the research problem. In qualitative research, conclusions are often tentative and may evolve as new insights emerge, allowing for further development of the topic's meaning with each new problem formulation.

RESULTS AND DISCUSSION

The Teachers Teaching Styles

In the observations conducted at SMP Negeri 3, three English teachers displayed varied teaching styles and classroom techniques aimed at enhancing student engagement and understanding.

1. Teacher 1: Ma'am F in Class VII A

Ma'am F starts each lesson by preparing students with greetings, a prayer, and roll call. She then introduces the day's learning objectives and links the new material to previous lessons, creating a smooth transition. Throughout the lesson, Ma'am F incorporates three teaching styles.

First, using the Expert Style, she clearly explains content such as "Telling Time" by systematically guiding students and using relatable examples. For instance, she asks students to follow along as she explains time expressions like "ten o'clock," "quarter past," and "half past."

In the Formal Authority Style, Ma'am F carefully controls the lesson flow, asking students to pay attention to specific questions, which enhances focus and comprehension. By setting goals, such as learning to express time in English, she provides direction that keeps students attentive and goal-oriented.

Finally, in the Facilitator Style, she encourages students to share their understanding of "telling time" in English, which promotes active learning and student engagement. She wraps up the session by summarizing the lesson and assigning homework, reinforcing the material learned.

2. Teacher 2: Ma'am M.L in Class VIII A

Ma'am M.L begins her lessons with greetings, a recap of previous material, and an overview of the current session's objectives, fostering a supportive learning environment.

Using the Expert Style, she introduces "Recount Texts" by sharing examples from students' daily experiences, making the lesson more relatable. This helps students understand recount text structures through real-life application.

In the Formal Authority Style, Ma'am M.L guides students to identify difficult words within the text, which helps them build vocabulary. She maintains control by directing students' focus to challenging areas, thus improving their comprehension. Ma'am M.L also applies the Facilitator Style, prompting students to share their own experiences, like a recent holiday, to foster class participation and practice recounting in English. This interactive approach keeps students engaged, though she concludes the lesson without a final summary due to time constraints.

3. Teacher 3: Ma'am E.K.L in Class IX C

Ma'am E.K.L opens each lesson with greetings, attendance checks, and a brief review of prior lessons to set the context for new material. In her Expert Style, she explains "Going To" with straightforward examples and clear grammar rules, making it accessible to students. This structured approach helps students understand grammar in a practical way.

Using the Formal Authority Style, Ma'am E.K.L asks students to pay attention to specific sentences and to apply their knowledge in exercises, which reinforces their grasp of the material. She provides clear goals, directing them to complete related tasks for a deeper understanding. Finally, through the Facilitator Style, she encourages students to create sentences using "going to" for future events, making the lesson interactive. She ends by summarizing the lesson and assigning homework to reinforce the content covered.

Each teacher effectively combines various teaching styles to make lessons more engaging and impactful. The use of Expert, Formal Authority, and Facilitator styles supports clear explanations, focused learning, and active participation. Students benefit from structured guidance, real-life applications, and opportunities to share, which collectively increase their interest in learning English and foster a supportive, interactive learning environment.

In this study, each teacher's unique teaching style was explored in relation to its impact on student interest in English classes at SMP Negeri 3. Through interviews, the three teachers—Ma'am F, Ma'am M.L, and Ma'am E.K.L—shared insights into their approach to teaching and the observed effects on their students.

Ma'am F teaches class VII A and uses a variety of teaching styles, adjusting them to the independent curriculum in Grade 7. She prefers not to have students independently search for material as it may overwhelm them. Instead, she uses a combination of methods to keep students engaged, including interactive quizzes and relevant examples to illustrate the material. She noted that the variety of approaches, especially incorporating games and quizzes, enhances students' enjoyment and participation. Ma'am F observed that her teaching style not only keeps students attentive but also makes the material easier for them to understand, aligning with the findings of Rosalia (2017) on the positive effects of varied teaching methods on student interest.

Ma'am M.L, who teaches class VIII A, emphasizes vocabulary building by prompting students to identify challenging words in the text and then look up definitions, sometimes using online tools like dictionaries. Her teaching style combines traditional methods with digital support, which helps address any difficulties students may encounter with vocabulary. According to Ma'am M.L, this method allows students to feel more autonomous while ensuring they remain engaged. She explained that students often show greater enthusiasm when they can use technology to support their learning, and they are more likely to retain

vocabulary through these activities. This blended approach, supported by findings from Rauf (2017), suggests that flexible teaching styles using multiple resources help maintain student interest and engagement.

Ma'am E.K.L from class IX C also uses various techniques to maintain student interest, focusing on using simple language and relatable examples to clarify complex topics. She regularly poses questions to stimulate active learning and ensures students comprehend the material through frequent feedback, such as "good job" for correct responses. This approach encourages students to participate and ask questions if they don't fully understand, fostering an interactive environment. Ma'am E.K.L emphasized that by making the material accessible and supporting it with positive reinforcement, students feel more inclined to engage, which improves their overall interest in English.

Across these three cases, the findings highlight that a combination of interactive, structured, and relatable teaching methods significantly enhances student interest in English. By blending traditional styles with active learning and digital support, these teachers can create an engaging environment where students feel both supported and motivated to learn English.

The Impact of Teacher Teaching Styles on the Students

The research conducted interviews with six students from SMPN 3 Sorong City, selected randomly to understand their responses to their teachers' English teaching styles and how these styles influenced their interest in learning the language.

In class VII A, students showed varying degrees of engagement. J.P.N. reported being active in answering questions but expressed a dislike for group discussions. I.L.B. was sometimes active in participating. Both students acknowledged that the teacher's style held their attention, with J.P.N. explaining that the structured, question-driven approach helped them stay focused during lessons. I.L.B. also noted that the teacher's methods made English learning enjoyable and engaging, particularly when games and quizzes were involved, which boosted their willingness to participate. Both students agreed that the clear explanations and supportive approach made the material more understandable, even if English seemed challenging at times. J.P.N. felt encouraged to engage individually in class, finding the teacher's style essential for keeping students motivated and ensuring active participation.

In class VIII A, students similarly responded positively. K.K.S. highlighted those frequent questions from the teacher promoted focus, encouraging them to remain attentive. R.E.V.S. found the teacher's engaging approach led to enthusiasm in the classroom, expressing that the style used was interesting, though there was room for improvement. Both students felt that the varied and accessible explanations allowed for a quick understanding of complex material, which, as they described, made learning English less daunting. R.E.V.S. pointed out that English felt easier

with examples that made the content relatable, and that the teacher's praise after correcting answers fostered an encouraging atmosphere. This approach positively affected the students' motivation and willingness to contribute to discussions, ensuring both individual and group participation.

In class IX C, both K.S.T. and D.A.R. described their teacher's style as both fun and comprehensible, which helped them focus and engage during lessons. K.S.T. noted that they remained actively involved, enjoying the learning process due to the teacher's relaxed yet structured method. The accessible teaching style led both students to feel more willing to engage in classroom activities and express themselves. Both students explained that the teacher's positive reinforcement and use of relatable examples enhanced their enthusiasm, which translated into improved diligence and an eagerness to complete assignments. D.A.R. found that varied teaching styles, along with positive feedback, helped them understand the material quickly and stay motivated to learn English.

Across all classes, students recognized the significant impact of diverse teaching styles on their interest in learning English. Clear instructions, varied approaches, and interactive activities such as games and group discussions created an engaging classroom environment. Teachers structured yet supportive methods helped students overcome difficulties in understanding English, making them more likely to participate actively and demonstrate a sustained interest in the subject. This research highlights the importance of adaptable teaching styles in fostering a positive learning atmosphere that motivates students to engage in and appreciate learning English.

The teaching styles employed by English teachers play a significant role in shaping student engagement and understanding. The Expert Teaching Style involves the teacher clearly explaining material at the start of each session, ensuring students are well-prepared and challenged. This approach was observed when the first teacher taught "Telling Time," the second teacher introduced "Recount Text," and the third teacher explained the concept of "Going to." This style emphasizes thorough preparation, where teachers structure the lesson to give students a solid foundation on the topic (Observation results 1, 2, 3; Interview question 4). According to Galloway et al. (2017), expert teaching styles provide essential guidance and scaffold student learning, making complex material accessible and clear.

In contrast, the Formal Authority Style is applied when teachers prompt students with questions and encourage them to respond. This style includes providing positive feedback, such as "very good" or "excellent," to recognize and reinforce correct answers. Applause from peers can further boost student confidence and foster a positive learning environment. This method was particularly effective during "Telling Time," "Recount Text," and "Going to" sessions, especially in question-and-answer interactions. Feedback mechanisms like these promote student engagement and build motivation (Observation results 4, 5, 6; Interview question 8). Studies by Kim et al. (2016) demonstrate that positive reinforcement

enhances student motivation, contributing to a supportive classroom atmosphere.

The Facilitator Style was also observed, where teachers encourage active student involvement by posing questions, offering options, and guiding discussions on various topics. This style was predominantly used for lessons on "Telling Time," "Recount Text," and "Going to," as it encouraged students to freely share their ideas and take an active role in learning. The approach helped foster enthusiasm, as students felt comfortable, happy, and motivated to participate (Observation results 13, 14, 15, 16; Interview questions 7 and 11). Research by Bonney et al. (2015) supports the facilitator style, suggesting that it enables students to feel more autonomous and engaged in learning, which positively impacts their enthusiasm and willingness to contribute.

Regarding the Effects on Student Interest, the findings indicate several positive outcomes. Students displayed increased Attention during class, showing active involvement in asking questions, responding, and maintaining concentration throughout lessons (Interview question 7). Willingness to learn was also notable, as students expressed enthusiasm for participating in activities facilitated by the English teacher's diverse teaching styles (Interview question 6). Additionally, students reported Feeling Happy and enjoying the tasks, indicating that the teachers' approach made learning English more enjoyable (Interview question 5). Research by Ramirez and Kuehn (2019) supports that diverse, engaging teaching styles can significantly boost student satisfaction and enjoyment.

Furthermore, students acknowledged that, although English can be challenging, the varied teaching styles and teacher attitudes made the material easier to understand and enhanced their interest in the subject (Interview questions 4, 2, 6, and 8). This aligns with findings from Tadesse and Gillies (2020), who observed that student interest is heightened when teachers adopt adaptive, supportive teaching methods. Finally, student Participation in both individual and group discussions increased, with students feeling encouraged to engage more actively in class activities (Interview question 10).

CONCLUSION

Based on findings and discussion in the previous chapter, the researcher managed to find out there are 3 teaching styles applied by 3 English teachers at SMPN 3 Sorong City including, Expert teaching style, Formal Authority teaching style and Facilitator teaching style. The researcher also found the effect of teaching styles on student interest including Attention, Willingness, Feeling Happy, Teaching Material and Students Participation. In the conclusions, the researcher forwards some suggestions and recommendations. The findings of this research reveal that the dominant teaching styles in this research were expert, personal model, and formal authority, it is suggested to the teachers to consider and use more comprehensive and appropriate teaching styles in order to interest the students and to achieve the learning outcome and the research which found positive outcomes in learners'

interest with use the 5 categories according to slameto as guide for analyzing and developing students' interest through teachers' teaching styles. This research may serve as an extra source of information for their subsequent studies. For future researcher, it expected to show up the research related to personal teaching style and delegator teaching syle, so that the data obtained can be more accurate and reliable comprehensive.

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