



Pedagogical Implications of Reconciliation Between Lecturer's Teaching Style and Students' Learning Style in EFL Classroom

Implikasi Pedagogik Dari Penyesuaian Antara Gaya Mengajar Dosen Dan Gaya Belajar Mahasiswa Di Kelas EFL

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ABSTRAK

Data dihasilkan melalui observasi, interview, dan dokumentasi dimana hasilnya dianalisa berdasarkan prosedur analisis data yang terdiri dari pengumpulan data, penyaringan data, penampilan data, dan kesimpulan. Hasil dari penelitian ini mengindikasikan bahwa: (1) Gaya mengajar adalah cara pengajar mendesain perilaku mengajar mereka berdasarkan pada kebutuhan pelajar. Gaya mengajar melibatkan metode, penerapan, dan aktivitas yang pengajar aplikasikan untuk memperbaiki masalah dalam proses belajar mengajar. (2) Gaya belajar adalah cara yang memudahkan pelajar untuk mempelajari beberapa informasi dari sumber. Gaya belajar adalah pola kebiasaan seorang individu dalam memperoleh dan memproses informasi dalam situasi pembelajaran. (3) Telah didapatkan bahwa cara dosen menyesuaikan gaya mengajarnya dengan cara belajar mahasiswanya adalah dosen menganalisa jenis gaya belajar yang digunakan oleh mahasiswa di dalam kelas. Setelah mengidentifikasi gaya belajar mahasiswa, dosen kemudian menyesuaikan dengan gaya mengajar yang akan dia gunakan dalam mengajar. Hasil dari penyesuaian tersebut adalah dosen perlu menerapkan blended style dalam proses belajar mengajar.

Kata Kunci: Implikasi pedagogic, Gaya mengajar, Gaya belajar, Kelas EFL

ABSTRACT

The data were obtained through observation, interview, and documentation which was analysed based on the procedures of data analysis that consist of the data collection, the data reduction, the data display, and conclusion. The findings of this research were indicated that: (1) There are five teaching style were founded in the class. They are expert style, personal model style, delegator style, facilitator style, and formal authority style. (2) There were four learning style covered in the class. They are visual learning style, auditory learning style, reading/writing learning style, and kinaesthetic learning style. (3) It was found the way lecturer reconcile their teaching styles and students' learning styles was that the lecturer analyse the type of learning style that students use in the class first. After identified students learning style, the lecturer adjusts with the teaching style that she used in teaching. The result of the reconciliation was that the lecturer needs to apply mixed style in teaching-learning process which related to students' learning style.

Keywords: Pedagogical implications, Teaching style, Learning style, EFL classroom

1. INTRODUCTION

There are many factors that influence the success in learning English such as teaching styles and learning style in English as a Foreign Language (EFL) class.

Lecturers play very important role in educational process. They are human resources who become the planners, the subjects, and the determinants of the reach of National Educational Goals. Lecturers practically hold fundamental role in teaching and learning process. They are all who guide, educate, and transfer their knowledge to their students. As Lasley. Et al, (2006) stated that teachers become the important factor that influences their students' achievements and their quality can highly influence students' outcome.

Students learning style determine how they absorb the lessons through their senses, the sense which one is more dominant during the process learning takes place. According to Dunn and Dunn (1978), there are several factors which support students learning style, namely: environment, emotional, sociological, psychological, and physiological. Understanding students learning style also can be said as a strategy of teaching to increase or create fun learning-teaching and to find more suitable teaching strategy/method with students learning style.

Being a lecturer means we decided to educate human in a higher level of education which we genuinely have to know what to do properly in the classroom or what improvement should be done in teaching EFL. Those things called pedagogical implications. To formulate some pedagogical implications, lectures need to understand the teaching style that should be applied in the classroom and what kind of students' learning style that their students have.

Therefore the aim of this research is want to analyze lecturer's teaching style and students' learning style in order to find some recommended pedagogical implications.

2. LITERATURE REVIEW

2.1. The Concept of Pedagogy

Geoffrey Hinchliffe (2001) stated that pedagogy can be defined as learning oriented towards social goals. Murray (1999) argues certain etymological considerations: the Latin *educare* means to lead out, to

raise up, whereas the Greek *paidagogia* means the leading of a slave or child. So, the term pedagogy seems to be connected with ideas of training and discipline with the purpose of developing the well-performed person.

Pedagogy defined as the art of teaching that focuses on as how knowledge and skills are imparted in educational setting. In order to promote conducive teaching/learning the educator needs to develop strategies that are flexible, understand the subject matter deeply, address misconceptions and relate ideas to one another. Knowing several kinds of knowledge about learning is needed by the educator. The educator needs to think about what it means to learn different kinds of material for different situations and how to decide what kinds of learning are most necessary in different contexts. To accomplish various goals and for evaluating a students' knowledge and assessing the students' approach to learning, different kinds of strategies must be used by the educator. In the process of teaching-learning educators must focus on devising approaches that facilitate the learning process by finding an answer as to how learners learn best. It is understood that learning is done not only on groups but also by working individually. Each individual learns according to his own learning style. Thus, individual differences make the learning process more facilitating and rewarding. Identifying the strengths of different learners and investigating their weakness further drives educators to develop and promote pedagogy that values effective teaching and learning.

2.2. The Concept Pedagogical Implication

Pedagogical implication broadly defined as some advices or solutions about what to do the next in teaching (in this case, teaching EFL in EFL classroom) and what improvement should be done as the follow up of the study has been presented. So, pedagogical implications means considerable effort that we need to know and applied in the classroom in order to achieved the successful in teaching-learning process.

2.3. The Concept of Teaching Style

Grasha (2002) characterized teaching style as the persistent and reliable practices of instructors in their collaborations with students during the educating learning process. Fan and Ye (2007) states that teaching styles refer to a teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching. Brown (2001) point out that

teaching style is another affective consideration in the development of the teachers' personality style, which can vary greatly from individual to individual. Furthermore, teaching style refers to a teacher's personal behaviors and media used to transmit data to or receive it from the students and involve the implementation of the teachers' philosophy about teaching.

Based on those definitions above, it can be concluded that teaching style refers to the way of teacher designed his/her teaching behavior based on students' need. Teaching style deals with method, approach, and activities that teachers apply to solve problem in teaching-learning process. Therefore, teachers' teaching styles based on teachers' personality style which differs from one another.

Furthermore, teaching style is the mechanism of how we convey the knowledge and information to students. Teaching style is teachers' personal qualities direct the selection of the way they deliver the substance of the matter. Teaching styles are viewed as a particular pattern of needs, beliefs, and behaviors that faculty display in classrooms.

2.4. Types of Teaching Style

Grasha (1996) identified five teaching styles categories in his teaching style models as description of prevalent aspects of instructor/trainer presence in the classroom and based on what he regarded as metaphors of role models. He defined these categories as follows:

- 1) Expert style
- 2) Personal model style
- 3) Formal authority style
- 4) Facilitator style
- 5) Delegator style

2.5. The Concept of Learning Style

Brown (2000) opined that learning style is the manner which individuals perceive and process information in learning situations. He argues that learning styles preference in one aspect of learning styles, and refers to the choice of one learning situation or condition over another. Liu (2008) defined learning styles as approaches to learning which refer to information processed in a preferred way in accordance to learners' habitual characteristic. Kolb (2012) described learning style as individualistic differences in approach within the process of information receiving and processing.

2.6. Types of Learning Style

Cuevas (2015) stated that one of the most popular learning styles inventories used in schools is the VARK (Visual learning, Auditory learning, Reading/Writing learning, and Kinesthetic learning) system/model.

2.7. The relationship between Teaching Style and Learning Style

There is no certainty that students and educators are distinctive in different ways. Picking up information on learners' learning styles can be useful for the two instructors and students. Including students in the dynamic procedure of learning requires distinguishing and understanding students learning styles and educators' teaching styles. The two can either be coordinated or jumbled. It is essential to consider the connection between them. Massa & Mayer (2006) point out that numerous investigations have been led on match and confuse of learning styles and showing styles. The greater part of them alludes to coordinating the two as positively affecting the student's presentation and show the inverse for confusing.

Aligning learning styles of students with teaching styles of educators could lead to an improvement in academic performance. It is assumed that learners learn better, if their learning styles match the format of their instruction. For instance, a visual learner may learn better, when information is presented to him/her visually. Learning styles play an important role in the lives of learners. When students recognize their own learning style, they will be able to integrate it into their learning process. As a result, learning process will be enjoyable, faster, and more effective. Therefore, teachers should try to adjust their teaching styles to that they match their students' learning styles. In addition, Peacock (2001) proposes that teachers should strive for a balanced teaching style that does not excessively favor any one learning style rather than tries to accommodate multiple learning styles.

3. RESEARCH METHODOLOGY

3.1. Research Design

The design of this research is descriptive qualitative, where researcher presents data on to words and descriptive form. Sugiyono (2008) stated that a descriptive qualitative research is a research to determine the result of independent variable, either one or more variables without making comparisons or linking to other variables. The purpose of qualitative

study is to describe the empirical reality of the phenomenon in depth, detailed, thorough. This research used qualitative method, it means that the data collected is not in the form of number, but the data gained from interview manuscripts, field note, video recording, and observation checklist.

3.2. Research Instrument

In this research, there are three instruments that used by the researcher; they are observation checklist, video recording, and semi structure interview (interview guides). The researcher observed the class to collect the data by using observation checklist and video recording. The researcher uses interview by giving the several questions that related with the research.

3.3. Data Analysis

The researcher will use theory of Miles, Huberman & Saldana (2014) concept, where the data analysis can be define as consisting as four concurrent flows of activity that is data collection, data reduction, data display, and conclusion.

3.4. Pedagogical Implications in The Classroom

The following are some pedagogical implications that Proulx (2006) has presented:

- 1) Connecting to prior knowledge. A learner is possessing rich previous knowledge. The potential is in building on this knowledge.
- 2) Leveraging communication. Knowledge is not transferrable, but constructed by the receiver.
- 3) Encouraging mistakes. Mistakes make space for pushing knowledge and learning forward.
- 4) Nurturing creativity. Learners are capable of producing, not just consuming knowledge.
- 5) Allowing for verbalisations. Making meaning out of new information is delivered by asserting this new information verbally, which allows for adjustments and enhancements

4. FINDINGS AND DISCUSSION

4.1. Findings

Based on the collected data, the researcher classified findings into four part according to the research questions of this research.

1) Types of Teaching Style

There were five teaching styles found by the researcher. They are expert style, personal model style,

facilitator style, formal authority style, and delegator style that related to Grasha (1996) who has identified five teaching styles categories in his teaching style models as description of prevalent aspects of instructor/trainer presence in the classroom and based on what he regarded as metaphors or role models.

Extract 22:

Lecturer : *Iya dek. jadi kayak misal toh kugunakan dulu formal authority style di awal pertemuan. Kukasi class contract, terus kutuliskan memangmi juga materinya selama satu semester itu dan juga beberapa list of books yg relate sama materinya untuk mereka baca baru nanti kujelaskan sedikit. Terus ada hari dimana kujelaskan tok saja dulu materinya. Jadi kayak kusesuaikan juga sama materinya dan learning stylesnya students. Kadang juga ku fasilitasi. students if the materials requires me to facilitate my class. And sometimes I give them the control of the class. Jadi kayak saya hanya akan menjelaskan sedikit dan mengarahkan, selebihnya mereka yang action di kelas. Saya tinggal mengamati dan menilai. The last I sometimes u know, like demonstrate them so that they understand what they should do. Misal kusuruh speaking, jadi kubacakan dulu so that they know how to read the text correctly. Seperti itu dek. (Yes dek. so it is like I use formal authority style first. I gave them class contract, then I write down on the whiteboard the materials for one semester and also list of books related to the materials. Then I explained the materials a little bit, later. Further, there's a day where I just explained all the materials. So, I just adapt the materials and students' learning style. Sometimes I facilitate students if the material requires me to facilitate my class. And sometimes I give them the control of the class. So, It is like I just explained the materials a little bit and directed, and then I gave them the control of the class. I just analysed and evaluated. The last I sometimes u know, like demonstrate them so that they understand what they should do. Like I ask them to speaking, so I read the text first so that they know how to read the text correctly).*

2) Types of Learning Style

There were four learning styles founded in this research that related to Cuevas (2015) theory which stated that one of the most popular learning style inventories used in school is the VARK (Visual learning style, Auditory learning style, Reading/writing learning style, and Kinesthetic learning style).

Extract 31:

Lecturer : *Okaayyy. Very good question. Here is the thing. As we know that each student has their own learning styles tentunya yah. Jadi caraku itu kusesuaikanki, kucaritauki dulu learning style apa saja yang mereka gunakan. It was a little bit difficult awalnya. Tidak gampang juga bisa tau learning stylenya mahasiswa. Butuh waktu juga. Jadi kemarin itu dek, ada sekitar tiga hari kuamati studentsku. I analyse their learning style and I found kayak ada yang tidak suka membaca dan perform. Napilih duduk saja mendengarkan dosen menjelaskan. Terus ada juga yang cerewet dan suka perform, kayak Atifah itu. Kamu liat sendiri kan. (okaayyy. Very good question. Here is the thing. As we know that each student has their own learning styles. So I was just adapting, I try to found out what learning style they use. It is a little bit difficult at the beginning. It is not easy to know students' learning styles. It is need more time. So, yesterday, I analysed my students for three days. I analyse their learning style and I found like there is a student who does not like reading and perform. They prefer to just listening the explanation of the lecturer. And then, there is a talkative student and really like to perform, like Atifah. As you see).*

Extract 32:

Lecturer : *Nah ini sampingnya Atifah. Dia itu pendiamki juga dek. agak pasifki juga tapi beranimi juga perform Alhamdulillah. Terus, ada juga yang senang kalau kufasilitasi. Senang semua sih hahah. Jadi biasa kalau ada materinya berdialog atau ada bacaan untuk dibaca kemudian dijelaskan maskudnya toh, kucarikan memang dialog yang bagus gambarnya, yg jelas toh baru kuprintkan. Dan kuperhatikan banyak suka kalau ada gambar naliat. Kayak semakin tertairk belajar. (this one, next to Atifah. She is quiet type person. It is a bit passive but she begins to dare to perform Alhamdulillah. And then, there are also students like to be facilitated. All of them I think hahah. So, when the material is about dialogue or reading texts to read and explained, I will search for dialogue which collaborates with a good picture and then I print it. And I found most of my students like if the text collaborate with pictures. It is like they more interested to learn).*

3) The Reconciliation between Teaching style and Learning Style

In reconciliation between teaching style and learning, it is needed to know students' needs and wants. Knowing students' needs, lecturer will know types of learning style easily. After know the types of learning

style that used by students, process of reconciliation can be working well and lecturer can create the expected teaching styles.

Extract 41:

Lecturer: *Oohh yaa jadii like I said before. I used blended style. Jadi setelah ku find out learning stylenya students, kucocokkanki dengan teaching styleku. yang mana cocok misal facilitator cocok sama semuanya. Terus yang lebih suka listening dan speaking.. perform, kupakai yang mendemonstrate sama formal authority style sama expert style juga. Jadi begitu dek. kucocokkan maami mana yang sesuai. Dan ini juga, misal dua atau tiga teaching style kugunakan, bukan berarti tidak kupakai yang lain. Jadi kayak kusesuaikan juga sm materinya dan waktunya, di awal, di pertengahan proses pembelejaraan dan di akhir pembelejaraan. Seperti itu. (Oh yes do like I said before. I used blended style. so, after I found out students' learning styles, then I adjust it with my teaching style. which one that suitable like facilitator suitable with all of them. And then students who prefer to listening and speaking. perform, I use demonstrate and formal authority style and also expert style. And, for instance I use two or three teaching style, that does not mean I do not use another one. So, it is like I also adjust it with the subject material and the time, either it is in the beginning, in the middle of teaching-learning process, or in the end of teaching-learning).*

4) Pedagogical implications of reconciliation between lecturer's teaching and students' learning style.

Based on the collected data, the researcher concluded that there are several pedagogical implication created by the lecturer from the reconciliation between her teaching style and her students' learning style. They are giving motivation, encouraging students to learn more, facilitating students, giving students some references, being discipline, making a good communication, building chemistry with students, analysing students' need, care to students, giving a feedback, making such interesting materials, giving appreciate to students, doing self-assessment, and enriching knowledge.

4.2. Discussion

The first findings from the observation and interview indicated that there are five teaching style used by the lecturer. The teaching style was bravely applied in teaching-learning style which is formulated by the reconciliation between teaching style and learning

style. The applied teaching styles were categorized into four parts: expert style, formal authority style, personal model style, facilitator style, and delegator style.

The second findings of this research that there were four learning styles indicated in this research which related to the Cuevas' statement (2015) that the most popular learning style inventories used in schools is the VARK (visual learning style, auditory learning style, reading/writing learning style, and kinaesthetic learning style).

The third finding shows that the way of how to reconcile between lecturer's teaching style and students' learning style is that it is needed to understand students' need. Knowing students' need will ease to know the types of students' learning style that will ease the way of reconciliation between teaching style and learning style.

The fourth finding shows that there are several pedagogical implications that can be the best solution in teaching-learning process such as always enrich and improve our knowledge in order to give a quality information to students, make a good first impression so that the students will be interested to come in the next meeting, analyse students' need, always prepare list of books that will be given to the students that related to the subject material in the first meeting, do not be too kind and too assertive to the students, always facilitate students when the subject need some facilities to support students' comprehension, re-design subject material as unique as possible, always ask students to do a stretching for a while to refresh them when they look sleepy or unmotivated to learn, never let students get quite for so long, always appreciate after students done something in the class, always give a feedback to the students, make a make chemistry with students, always open a group discussion like sharing section about scholarship, TOEFL, IELTS, and many else that relevant to EFL classroom, and use mixed teaching style that related to students' learning style.

5. CONCLUSION

It was indicated that there are five types of teaching style founded in this research. They are expert style, personal model style, formal authority style, facilitator style, and delegator style.

It was indicated that there are four types of learning styles founded in this research. They are visual learning style, auditory learning style, reading/writing learning style, and kinaesthetic learning style.

The results of the reconciliation between lecturers' teaching and students' learning style that have been founded shows that the way of how to reconcile between lecturer's teaching style and students' learning style is that it is needed to understand students' need. Knowing students' need will ease to know the types of students' learning style that will ease the way of reconciliation between teaching style and learning style.

It was founded that the result from the reconciliation between teaching style and learning style is that it is needed for the lecturer to mix their teaching style which obviously suitable with students' learning style. It was concluded that the teaching-learning process will be effective if the lecturer apply blended style which suitable with the variety of students' learning styles.

The researcher concluded that there are several recommended pedagogical implications that could be applied by the lecturer in teaching-learning process, they are: be a kind but professional lecturer, analyse students' need, always improve knowledge, prepare a list of books as references related to the subject material to the students, always prepare facilitation related to the subject material, never let the class quite for so long, give a feedback, make a chemistry with students, always appreciate students' achievement, open a sharing section in the end of the semester, and always use blended style which relevant or related to students' learning style in teaching-learning process. These pedagogical implications are concluded as the list created in order to improve the teaching-learning process.

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