

## Capturing Secondary English Teachers' Teaching Style in the 21<sup>st</sup> Century: A Case study at one Secondary School in Indonesian Context

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### Abstrak

The demand of teaching in the 21st century has centered on the four Cs, critical thinking, creativity, collaboration and communication. How English teachers become aware of these characteristics and adapt their teaching styles to this demand needs to be researched. Therefore, this study aimed to (1) investigate the types of two English teachers teaching styles and (2) find out whether the teaching styles are still relevant to the 21st century teaching. This study employed a qualitative case study with descriptive data analysis. The study was conducted in one secondary school in Cimahi with two English teachers as participants. Two techniques were used in obtaining the data: 1) classroom observation, and 2) teachers' interviews. Data were analysed in the lense of teaching style types from Grasha (1996), then juxtapose with the characteristics of learning in 21st century. The findings showed that T1 applied formal authority teaching style, while T2 implemented personal model category. T2 is more adaptable to the challenges of English teaching in 21st century by facilitating the students to be more critical in thinking, discussing current learning issues, helping the students using learning media proficiently and solving learning problems by collaborating and co-creating in real and virtual world.

**Keywords:** English Teachers; Teaching Style; The 21st Teaching

### Abstract

*Pengajaran di abad ke 21 telah terfokus pada 4K: berpikir kritis, kreatifitas, kolaborasi dan komunikasi. Bagaimana guru-guru bahasa Inggris menyadari ini karakteristik dan menyesuaikan gaya mengajarnya masih perlu diteliti. Oleh karena itu, penelitian ini bertujuan untuk (1) menginvestigasi gaya mengajar dua guru bahasa Inggris, dan (2) menemukan apakah gaya mengajar keduanya masih relevan dengan kebutuhan mengajar di abad ke 21. Penelitian ini menggunakan studi kasus kualitatif dengan analisis data deskriptif. Penelitian ini dilaksanakan di salah satu sekolah menengah vokasi kota Cimahi dengan dua orang guru bahasa Inggris sebagai partisipan. Dua teknik pengambilan data digunakan dalam penelitian ini: 1) observasi kelas, dan 2) wawancara guru. Data dianalisis di bawah lensa karakteristik gaya mengajar guru dari teori Grasha (1996) dan menyandingkannya dengan karakteristik pembelajaran di abad 21. Hasil penelitian menunjukkan bahwa: Guru 1 menggunakan gaya formal authority, sedangkan Guru 2 mengimplementasikan personal model. Guru 2 lebih mudah beradaptasi pada tantangan-tantangan pembelajaran di abad ke 21 dengan memfasilitasi siswa untuk berpikir kritis, membagikan isu-isu kritis dalam belajar, membantu siswa lebih mahir menggunakan media pembelajaran dan menyelesaikan masalah dengan cara berkolaborasi dan mengkreasi Kembali dalam dunia nyata dan dunia maya.*

**Kata kunci:** Guru Bahasa Inggris; Gaya Mengajar; Pembelajaran di Abad 21

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### INTRODUCTION

The importance of research on teacher teaching style is still conducted nowadays (Wall, 2018; Saswandi, 2015; Jahedizadeh, 2016), as well as its implementation through learning media and the

utilization of cutting-edge technologies. The enhancement of using information technology in the 21<sup>st</sup> has forced teachers to utilize technology savvy in their class. In Indonesian context, high school English teachers tend to use a variety of teaching styles (Abduh & Zainudin, 2016). Teacher should utilize a good approach or strategy to deliver the material content of their lessons in order to motivate students to have good achievement. In other words, they should use teaching style that is appropriate for the subject and students.

Excellent teachers use their voices, gestures, and movements to elicit and maintain students' attention while also stimulating their emotions. Concerning explanation, teaching style is related to students' behavior or emotions. Numerous aspects of our lives have been impacted by recent technological advancements, including how we communicate, work together, learn, and, educate. These developments also call for an expansion of language, leading to terms like "digital native," "digital immigrant," "digital active," and "digital native" (Palmer, 2015).

Learning in the 21<sup>st</sup> century strengthen the students' skills particularly in creativity and innovation, critical thinking and problem-solving, communications and collaboration. These skills combined with information, media and technology skills are important for the students for future employment. The 21<sup>st</sup> learning century open up to any challenges especially the use of technology in the classroom, which can both enhance and distract from learning (Andraeni, 2019). Capturing the teaching style of secondary English teachers in the 21<sup>st</sup> century requires acknowledging the complex and dynamic nature of the profession. It involves staying up-to-date on current trends and challenges, and adapting to the changing needs and preferences of students and the wider educational context.

To keep up with the technology enhancement, teachers should be aware of their own teaching styles whether they still match with the demand of characteristics of the 21<sup>st</sup> learning. As it is said by Grasha (1996) that teaching styles represent the pattern of needs, beliefs, and behavior shown by teachers in the classroom, dividing teaching styles into five groups: the styles of expert, formal authority, personal model, facilitator, and delegator. In the 21<sup>st</sup> century, teachers face challenges such as dealing with students who are much more diverse, subject matter that is more complex and difficult, and also demands for the achievement of higher student thinking abilities (Andraeni, 2019). According to Husain (2016) there are 7 challenges for teachers in the 21<sup>st</sup> century, namely: 1) Teaching in multicultural society; 2) Teaching for the construction of meaning; 3) Teaching for active learning; 4) Teaching and technology; 5) Teaching with new view about abilities; 6) Teaching and choice and 7) Teaching and accountability.

Therefore, this study is purposively conducted with the aims to:

- 1) investigate the types of two English teachers teaching styles.
- 2) find out whether the teaching styles are still relevant to the requirements of teaching in the 21<sup>st</sup> century.

## **METHODS**

In accordance to the objectives of this study, a qualitative approach specifically in the form of a case study is employed for this research. According to Creswell (2014), qualitative research is a sort of study that examines and comprehends the meaning in various persons or groups of people resulting from societal problems. It aims to comprehend the phenomena of what the study subject experiences, such as behaviour, perception, interest, motivation, and action, through verbal and written descriptions of the phenomenon. Moreover, a case study in which it is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report (Yin, 2016).

One secondary school was schosen as the site of this research together with two English teachers, using pseudonyms T1 and T2 were purposively selected as the research participants. The teachers were chosen because of the following reason: first, one teacher has been working as an

English teacher for 10 years and could be categorized into experienced teacher. Second, both are considered as competent teachers, since they have obtained teacher certification as professional teachers. Third, one teacher has been mentoring and supervising one researcher when conducting teaching practicum in their school. Classroom observation was mainly used to obtain data on how the teachers employed their teaching styles in their classroom teaching, while on the other hand the researchers could identify what type of teaching styles used by the two participants, then the data were analysed using the characteristics of teaching style from our main reference Grasa (1996). This process is also accompanied by the step in which the researchers juxtapose the teachers' teaching styles to the characteristics of teaching in the 21<sup>st</sup> century. Thus, the researchers could identify the findings on what types of teaching styles they applied in their classroom. and semi-structured were used as the research instrument to evaluate the teaching style and competencies of English teacher in the 21<sup>st</sup> century to see whether their teaching styles are still relevant or not with the demand. Data the teacher interview is used to triangulate data to confirm the validity of the findings. The researchers follow the steps for analyzing data from Miles and Huberman (2014): 1) data reduction or data condensation; 2) data display; and 3) verifying to draw conclusions.

## **FINDINGS AND DISCUSSION**

This section is devoted to depict the findings after analysing the data. The steps followed the procedure of data analysis from Miles & Huberman (2014). Firstly, the researchers condensed and reduced the data if needed, then displayed in the form of table by organizing the data into categories, breaking down into units, synthesizing, and compiling into patterns. The data was obtained from field notes of classroom observation, and teacher interviews. These were conducted in order to answer the following research questions:

1. What are the teaching styles employed by the two English teachers in their English classroom?
2. Are their teaching styles still relevant to use in the classroom for teaching students in the 21<sup>st</sup> century?

### **Data from Online Classroom Observation**

The researchers carried out classroom observations for 3 times at one senior high school in Cimahi. Participants of the research in the observation were two English teachers using pseudonyms T1 (teacher one) and T2 (teacher two). Each teacher has its own teaching ritual and employed her own teaching styles. Details of data classroom observation are delineated as follows:

#### **T1 Classroom Observation**

Based on the first day's classroom observation, it was found that the teacher used instructional media when teaching in class. It can be seen that most students followed instructions from the teacher to work on questions in Google Classroom. However, the researchers also found that there were several challenges such as, students were not confident to ask questions, and lack of teacher's attention during the class when using Google Classroom. In addition, there were several students who did not follow the teacher's instructions to work on questions in Google Classroom, instead they opened another application.

The second classroom observation was carried out by the researchers on November 24, 2022. At the second meeting, the teacher used the same teaching style and media as used in the first meeting. Based on the second classroom observation, it was found that there was some improvement from the teacher when teaching English in the classroom. One of these improvements was after explaining the material the teacher called the students' names to make sure they were paying attention to the teacher while explaining the material. It was also seen that in the second meeting the teacher carried out

activities that she did not do in the first meeting, such as walking around the classroom to make sure that the students were really working on the questions in Google Classroom as it was instructed.

In the third classroom observation, the researcher found that the teacher used almost the same teaching style as it was in the first and second meetings. The teacher explained the material and then asked the students to work on the questions in Google Classroom. There was a slightly difference today, because after finished working on the questions, the teacher immediately announced the grades of each student in front of the class.

Based on classroom observations, the researchers found that T1 acted out her teaching activity were resemblance to what Grasha (1996) formulated as a formal authority teaching style. We also found some challenges occurred during her teaching, such as students were less responsive and lack confidence, therefore the teachers should have paid more attention to students when learning using gadgets or ICT tools. Regardless of these challenges, the teaching style used by the teacher remained the same in every meeting.

## **T2 Classroom Observation**

The first T2 classroom observation was carried out by researchers on November 28, 2022. Before the lessons began, the teacher greeted the students and asked them to pray, then announced the schedule for their school exams. Her teaching activities started by introducing and explaining learning material to students. Afterward, she turned on the projector and displayed story questions, followed by reading the story problems on the projector screen. Next, she gave opportunity for students to raise their hands if they could answer the questions. Some students seemed to have high enthusiasm to answer the questions posed by the teacher. One student was appointed to read and answer the question. After the students successfully answered the questions, the teacher appreciated them by applauding and praising "good job". Before the lesson was over, the teacher reflected her own teaching with the students about what they have learned today. Based on the first day's classroom observations, it was shown that the teacher used learning media in class. Most of the students followed the lesson well and had high enthusiasm. However, the researchers also found that there were some students who had low interest and lack of confidence during the lesson. This was a challenge that must be overcome by teacher.

The second classroom observation was carried out by the researchers on November 29, 2022. At the second meeting, the teacher used a teaching style that was almost the same as that used at the first meeting. Based on the second observations, there were some differences from the previous teaching session. It was when she asked the students to form a group of five for group work discussion. Then, she assigned questions to each group. After the questions were completed by the group, the teacher immediately assessed and announced the results in front of the class. The researcher saw that most of the groups got good grades and she applauded. As the final activity, she chatted with the students about current issues related to teaching and learning before reflecting on today's learning objectives.

In the third classroom observation, the teacher emphasized group work. The researchers discovered that while students were working in groups, the teacher appeared to have more control over them. This was an evident the way how she conducted her teaching and learning process. This meeting was differently organized, because once she gave the material to the groups, she requested each one to prepare some questions and then offered them to other groups to respond. In this instance, the researcher observed that the teacher acting out as a moderator to each group question-and-answer session. The teacher promptly announced the results of each groups' scores when the session was over. Finally, she was reflecting the outcomes of today's learning with the class as the lesson comes to a close.

It is interesting to confirm the result of classroom observation to the theory proposed by Grasha (1996). During teaching, teachers had to face several challenges, such as some students were lack confidence. We observed her teaching style used was changed differently every day. Even so, there was some improvement in the second and third meetings regardless the student responses. It is obvious that the teacher employed personal model category for her teaching style. Moreover, the teacher was able to manage class activities after reflecting on her teaching.

### Data from Teacher Interview

The researcher conducted teacher interview in a single time, in the form of semi structured interview where the questions were prepared relevant to focus of research to answer the research questions. On October 2, 2022. researchers conducted interviews with teachers to validate and triangulate what researchers found during classroom observations. The researcher categorized and spelled out the answers based on the theme of the questions from the interview. The results of the interviews were displayed into two separated tables T1 and T2. Followed by some excerpts showing the interviewees’ responses and emphasis toward the questions. After displaying the data, the researchers condensed data based on the categories, and see how the interviewees answers confirmed data from classroom observation. Then the last step was taken by the researchers that is presenting findings and conclusions.

**Table 1. T1 Interview**

Category	Data
Motivating Students	Teaching media or giving praise to students
Improve Quality	Reading more books or visiting to other school
Obstacles	When not meeting with students
Teaching Style Applied	Teacher-centered learning
Students 4C attitude	Not completely
Cooperation between teachers and students	Work together & give instruction
Make student active learning	Quiz
Challenges	No class control
Adapting to the 21 <sup>st</sup> Century	Use smartphones and educational software
Differences between 21 <sup>st</sup> and 20 <sup>th</sup> Century	20th teacher played a more active but in 21 <sup>st</sup> learned by using technology

**Table 2. T2 Interview**

Category	Data
Motivating Students	Using learning media & educational software
Improve Quality	Support learning activity
Obstacles	Must keep up with the increasingly sophisticated times
Teaching Style Applied	Connectedness Collaboration and Co-Creation
Students 4C attitude	Yes
Cooperation between teachers and students	Yes
Make students active learning	Ice breaking and Quiz
Challenges	Keep up with the times
Adapting to the 21 <sup>st</sup> Century	Innovative and technologically literate

Differences between 21 <sup>st</sup> and 20 <sup>th</sup> Century	20 <sup>th</sup> focused on book but in 21 <sup>st</sup> relies on technological media for learning
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On October 2, 2022. researchers conducted interviews with teachers to validate and triangulate what researchers found during classroom observations. The researcher categorized and spelled out the answers based on the theme of the questions from the interview. The result of the interview can be seen below.

#### **A. How to Motivate Students**

- T1 used learning media and praised students, to motivate the students, so that they were able to follow English lessons well. As the teacher said in the interview:

*“...Menggunakan berbagai media pembelajaran atau memberikan pujian kepada siswa.”*

*“...Using a variety of learning media or giving praise to students.”*

- T2 used educational software like Orai, Kahoot, Cake, or other programs that facilitated learning activities. T2 said that using media to learn caused learning more enjoyable. As the teacher said in the interview:

*“...Dengan menggunakan media pembelajaran, siswa dapat belajar dengan menyenangkan seperti menggunakan aplikasi seperti orai, kahoot, kue, dan lain-lain. Pada abad kedua puluh satu ini, terdapat berbagai media yang dapat membantu pembelajaran, khususnya dalam pembelajaran bahasa Inggris.”*

*“...By using learning media, students can study in a fun way by using applications like orai, kahoot, cake, and others. In the twenty-first century, there are various media that can help learning, especially in learning English.”*

From the statement above, it can be concluded that T2 uses a variety of learning media to ensure students enjoy learning English in class.

#### **B. Improve Quality Learning**

- In order to improve the quality of learning, T1 read more books, took courses or compared lessons with those at other schools. As the teacher said in the interview:

*“...Dengan membaca lebih banyak buku, mengikuti kursus atau mengunjungi sekolah lain untuk memperluas pengetahuan Anda.”*

*“...By reading more books, taking courses or visiting other schools to broaden your knowledge.”*

- T2 built a fun learning environment which supported teaching and learning activities. As the teacher said in the interview:

*“...Dengan membangun lingkungan yang mendukung kegiatan belajar.”*

#### **C. Obstacle**

- The biggest obstacle T1 has encountered is that when she could not meet the students, it caused them to get impression that she did not pay attention to them. As the teacher said in the interview:

*“...Hambatan terbesar yang pernah saya alami adalah ketika saya tidak bertemu dengan siswa, tentunya siswa tidak merasa diawasi.”*

“...The biggest obstacle I've ever experienced was when I wasn't meeting with students, of course the students didn't feel supervised.”

#### **D. Teaching Style Applied in Class**

- T1 sometimes used the teacher-focused learning approach known as TCL (Teacher Centered Learning). The teacher is the major source of information and has a complete control over the learning process, Students were only able to listen for hours. As the teacher said in the interview:

“...Secara pribadi, terkadang saya mengajar dengan gaya teacher centered.”

“...Personally, sometimes I teach in a teacher-centered style.”

- The Connectedness Collaboration and Co-Creation teaching method was used by T2. This teaching method encouraged critical thinking in the students. This teaching method allowed for collaboration and creativity both online and offline. As the teacher said in the interview:

“...Connectedness Collaboration and Co-Creation, dimana pembelajaran kolaboratif merupakan strategi pembelajaran yang membuat siswa lebih kritis dalam memecahkan suatu masalah dengan berkolaborasi dan berkreasi, baik melalui dunia maya maupun dunia nyata.”

“...Connectedness Collaboration and Co-Creation, where collaborative learning is a learning strategy that makes students more critical in solving a problem by collaborating and co-creating, both through cyberspace and the real world.”

From the statement above, the conclusion is that T2 used the Connectedness Collaboration and Co-Creation teaching method to encourage students to engage in critical thinking, collaboration, and creativity while learning English.

#### **E. Students 4C Attitudes**

- T1 only encountered students who think critically and creatively while teaching in the 21st century she did not completely meet students who have a 4C attitude. As the teacher said in the interview:

“...Tidak sepenuhnya, kebanyakan saya hanya menemukan siswa yang berpikir kritis dan kreatif.”

“...Not completely, mostly I only find students who think critically and creatively.”

- T2 found several students who had a 4C attitude in their classroom. As the teacher said in the interview:

“...Iya, tentu saja”

“...Yes, of course”

#### **F. Cooperation between Teacher and Students**

- T1 put forward her opinion that her class has established a good collaboration between teacher and the students, because they listened attentively when the teacher gave instruction. As the teacher said in the interview:

*“...Secara pribadi, saya pikir mereka bisa bekerja sama dengan baik di kelas yang saya ajar. Selain itu, ketika saya memberikan instruksi, mereka mengikuti saya.”*

“...Personally, I think they can get work together quite well in the class I teach. Additionally, when I give instructions, they follow me.”

- T2 confirmed that they were able to work well together between teachers and students because with the internet, students found it easier to find sources of information related to learning English. As the teacher said in the interview:

*“...Tentunya karena media pembelajaran yang digunakan dan siswa yang mahir menggunakannya untuk mencari informasi melalui internet, sangat mudah. Dalam pembelajaran di abad 21 ini sangat membantu dan dapat bekerja sama dengan baik antara siswa dan guru”*

“...Of course, because of the learning media used and students who are proficient in using it to find information via the internet, it is very easy. In learning in the 21st century it helps a lot and can work well together between students and teachers”

### **G. Make Students Active Learning**

- Usually, T1 arranges a question-and-answer session to get everyone involved and to liven up the classroom environment. As the teacher said in the interview:

*“...Biasanya saya bikin kuis tanya jawab biar mereka aktif ngobrol.”*

“...Usually, I do question and answer quiz so they are active in talking.”

- Ice-breaking session were typically conducted in between T2 lessons to ease the tense mood in the classroom, and then a question-and-answer session was held. As the teacher said in the interview:

*“...Ice breaking sebentar, kemudian diadakan sesi tanya jawab dan diharapkan siswa lebih aktif sehingga pembelajaran menjadi menyenangkan.”*

“...Ice breaking for a while, then question and answer session is held and it is hoped that students will be more active so that learning becomes fun.”

### **H. Teaching Challenges**

- The challenge of T1 was when the teacher has no control the class, such as when a lot of students were chatting and not paying attention to the lesson. As the teacher said in the interview:

*“...Iya Ketika saya harus mengontrol situasi kelas.”*

“Yes, when I need to control the class situation.”

- The challenge T2 faced in the twenty-first century was keeping up with the times' increasing sophistication, as creating exam questions now required the use of a computer rather than paper and pencil. As the teacher said in the interview:

*“Ya tentu saja, karena seorang guru di abad dua puluh satu harus bisa mengikuti perkembangan zaman. Misalnya saat membuat soal ulangan, tidak lagi menggunakan kertas dan pensil melainkan komputer.”*



“...Yes, of course, because a teacher in the twenty-first century needs to be able to keep up with the times. For example, when creating test questions, you no longer use paper and pencil but rather a computer.”

### ***I. Adapting to 21<sup>st</sup> Century***

- T1 encouraged its students to use learning media when studying because it encouraged the students to be more creative. As the teacher said in the interview:

*“...Secara pribadi, saya ingin mendorong siswa untuk menggunakan smartphone, laptop, dan perangkat lunak pendidikan mereka. Mengingat itu bisa mengajari mereka bagaimana menjadi lebih kreatif.”*

“...Personally, I want to encourage students to make use of their smartphones, laptops, and educational software. Considering that it can teach them how to be more creative.”

- T2 stated that teachers need to be more innovative and tech savvy as they adapt to the 21st century. As the teacher said in the interview:

*“...Belajar perubahan yang harus inovatif dan melek teknologi.”*

“Learning changes that must be innovative and technologically literate.”

### ***J. Difference between 20<sup>th</sup> and 21<sup>st</sup> Century***

- The difference was that, when T1 was still in high school in the 20<sup>th</sup> century, he said that the teacher served as a more important source of information for his students in the classroom. Since students may now quickly access a wealth of educational resources thanks to technological advancements, teachers are no longer the only source of information for students in the twenty-first century. As the teacher said in the interview:

*“...Dengan kemajuan teknologi, siswa sekarang dapat belajar lebih banyak tentang materi pelajaran berkat penggunaan ponsel dan akses internet yang lebih mudah. Saat saya SMA guru lebih berperan sebagai sumber ilmu, jadi siswa hanya tahu melalui guru.”*

“...With the advancement of technology, students can now learn more about the subject matter thanks to the usage of cellphones and easier access to the internet. When I was in high school the teacher had a larger role as a source of knowledge, so students only knew through the teacher.”

- T2 said that students in the 20<sup>th</sup> century relied solely on books and teachers as their sources of knowledge, however in the 21<sup>st</sup> century, a variety of media outlets were available to assist educational facilities and keep students from getting bored in class. As the teacher said in the interview:

*“...Gaya pengajaran abad 21 berbeda dengan abad 20. Pada abad 21 ini banyak sekali media yang dapat menunjang fasilitas pembelajaran, dan media pembelajaran harus diciptakan secara kreatif agar siswa tidak bosan saat mengikuti pembelajaran, sedangkan pada abad 20 hanya terfokus pada buku.”*

“...The 21<sup>st</sup> century teaching style is different from the 20<sup>th</sup> century. In the 21<sup>st</sup> century there are many media that can support learning facilities, and learning media must be created creatively so that students don't get bored while participating in learning, whereas in the 20<sup>th</sup> century they only focused on books.”

## **Discussions**

### **English Teachers' Teaching Style**

According to Khumaero & Arie (2017), the teaching style element has an impact on achieving student learning goals based on many indications such as voice and emphasis. A teacher's teaching style is an approach or strategy that they utilize to deliver the material content of their lessons. So, the characteristics of teaching style and motivating students have an impact on the process of student achievement. The assumption behind teaching style is that it is the most effective and efficient way of presenting the material as long as the style is appropriate for the subject and the pupils. Understanding, skills, and values related to the subject are developed through various teaching methods. To put it another way, a teacher's teaching style reflects how he or she controls instruction and the classroom environment. (Grasha, 1996) says that teaching styles represent the pattern of needs, beliefs and behavior shown by teachers in the classroom, divided teaching style into five groups. the styles of expert, formal authority, personal model, facilitator and delegator.

**Table 3**  
**Teaching Style (Grasha, 1996)**

<b>Five Teaching Styles</b>			
<b>Style</b>	<b>Description</b>	<b>Advantage</b>	<b>Disadvantage</b>
Expert	Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and ensuring that students are well Prepared	The information, knowledge, and skills such individuals possess.	If overused, the display of knowledge can be intimidating to inexperienced students. May not always show the underlying thought processes that produced answers.
Formal authority	Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the "correct, acceptable, and standard ways to do things."	The focus on clear expectations and acceptable ways of doing things.	A strong investment in this style can lead to rigid, standardized ways of managing students and their concerns.
Personal model	Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	The "hands on" nature of the approach. An emphasis on direct observation and following a role model.	Some teachers may believe their approach is "the best way," leading some students to feel inadequate if they cannot live up to such expectations and standards.
Facilitator	Emphasizes the personal nature of teacher student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement.	The personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative courses of action to achieve them.	Style is often time consuming and can be ineffective when a more direct approach is needed. Can make students uncomfortable if it is not used in a positive and affirming manner.
Delegator	Concerned with developing students' capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.	Contributes to students perceiving themselves as independent learners.	May misread students' readiness for independent work. Some students may become anxious when given autonomy.

We have to admit wisely that there is no absolute perfect teaching style employed by the teacher, each teaching style has its own advantages and disadvantages. There is no good or bad style of teaching and a teacher might practice varying degrees of different styles of teaching. Data from classroom observation and teachers interview confirmed that T1 teaching style falls into the category of in which it possesses status among students because of knowledge and role as a faculty member. A formal authority teacher considers himself as a school member who is recognized by his knowledge. He/She is mainly involved with giving feedbacks to students and establishing rules and expectations (Soleimani, 2020). This style concerns with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. It also emphasizes the correct, acceptable, and standard ways to do things. The advantage is focus on clear expectations and acceptable ways of doing things, in reverse the disadvantage is a strong investment in this style can lead to rigid, standardized ways of managing students and their concerns.

The researchers noticed that the students paid close attention to the teaching and the teacher spoke more than usual. The teacher assigned quizzes via Google Classroom as part of the learning process, she managed the same teaching style in the second and third meetings. This was unfortunate because, according to (Mulya, 2018) for the learning and teaching process to run smoothly, the material can be effectively communicated to students. In this case, the teacher must be able to use learning media creatively and innovatively, especially in online learning. Depending on the mixture of these factors, teaching styles might be a reflection of teacher-centeredness or learner-centeredness. A teacher-centered style of teaching highlights teachers' control over classroom and assumes a passive role for the learners and teachers following teacher-centered styles act like a sage on the stage. Whereas, learner-centered style of teaching focuses on active role of learners in the classroom and acknowledge significant contribution of learners to pedagogy and teaching career (Jarvis, 2004).

It is very much different from T1, in the case of T2, she is fitted into the category of personal model (Grasha 1996), because she believes in "teaching by personal example" and establishes a prototype of how to think and to behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach. Some teachers may believe their approach is "the best way," leading some students to feel inadequate if they cannot live up to such expectations and standards. Data from classroom observation showed that the teacher involved the students dynamically in learning processes at the first, second, and third meetings. On the first observation, the teacher approached the students by telling current issues and relating them to the T2 family as an example for students. Next, in the second observation, she told the students to form groups of five to do the assignment. Eventually, on the third observation, each group depicted the results of their assignments as the day's learning material. These results are in line with (Arifin & Setiawan, 2020) who said the goal of 21<sup>st</sup> century education is to develop students' 4C skills: critical thinking, creativity, collaboration and communication. Although every teacher has a different teaching approach during the teaching and learning process, all teachers strive to achieve the same outcomes to impart knowledge, mould students' attitudes, and develop their professional skills (Rahmat & Jannatin, 2018).

### **The Relevance of English Teachers Teaching Style in the 21<sup>st</sup> Century**

The Rule of the Government No, 19/2005 about the National Education Standard chapter 28, paragraph 3 explain that pedagogic competence is the ability to manage the teaching-learning process including the understanding of learners, lesson design of learning, evaluation of learning outcomes, and the development of learners to actualize their competence. The 21<sup>st</sup>-century teacher is a teacher

who can become a career-long learner to increase the effectiveness of the student learning process in line with the development of the environment (Arifin & Setiawan, 2020). Thus, the goal of 21<sup>st</sup>-century education is to develop students' 4C skills: critical thinking, creativity, collaboration and communication).

The formal authority and expert teaching styles, as exemplified by T1, are no longer effective in today's classroom as they do not align with the goals of 21st century education. On the other hand, the personal model, facilitator, and delegator teaching styles, as exemplified by T2, are more compatible with the current curriculum and can effectively support students in achieving the 4C skills. In order to adapt to the changing needs of education in the 21st century, teachers must be flexible and able to use technology and other learning media creatively and innovatively. The 21st century is known as the century of openness or the century of globalization, indicating that profound changes to human life from the 20th century onward are taking place. It has been argued that the 21st century requires excellence in all human pursuits and outcomes.

According to Husain (2016) there are 7 challenges for teachers in the 21st century, namely:

1. Teaching in multicultural society
2. Teaching for the construction of meaning
3. Teaching for active learning
4. Teaching and technology
5. Teaching with new view about abilities
6. Teaching and choice

However, it focuses more on student productivity (critical thinking, creativity, collaboration, and communication). Teachers who have formal authority and expert teaching styles are no longer relevant to be applied in class. The 21st century inevitably calls for high-caliber labor supplied by institutions with professional management in order to deliver superior outcomes (Wijaya et al., 2016). In order to face the complexity of school challenges, teachers must be able to work with, learn from, and teach their colleagues. They must also teach based on teaching professional standards to ensure the quality of learning. The 21st century teacher is a teacher who is able to become a career-long learner to increase the effectiveness of the student learning process in line with the development of the environment (Arifin & Setiawan, 2020). Thus, the goal of 21st century education is to develop students' 4C skills (Critical Thinking, Creativity, Collaboration & Communication). Computer and information communication technology (ICT) abilities were essentially synonymous with 21st century skills. According to (Brown, 2019), "Today's digital youngsters conceive of ICT as something comparable to oxygen; they anticipate it, it's what they breathe, and it's how they live."

## **CONCLUSIONS AND SUGGESTIONS**

### **CONCLUSIONS**

Based on the data from classroom observations, it appeared that T1 employed the formal authority teaching styles and T2 used personal model teaching styles. T1's teaching style, characterized by speaking more and assigning quizzes through Google Classroom, falls into the category of formal authority. T2, on the other hand, engaged students more in the learning process and incorporated current issues as examples, fitting into the personal model category. While both of these teaching styles have their advantages and can be effective in different contexts, teachers need to

be able to adapt and incorporate a variety of teaching styles to meet the needs of their students and facilitate their learning.

It should be noted that teaching styles relevant in the 21st century are those centered on the students and promote critical thinking, creativity, collaboration, and communication. The formal authority and expert teaching styles, as exemplified by T1, are no longer effective in today's classroom as they did not align with the goals of 21st century education. On the other hand, the personal model, facilitator, and delegator teaching styles, as exemplified by T2, are more compatible with the current curriculum and can effectively support students in achieving the 4C skills. In order to adapt to the changing needs of education in the 21st century, teachers must be flexible and able to use technology and other learning media creatively and innovatively. In conclusion, the results of the observational data and interviews suggest that teaching styles in the 21st century should be more student-centered and focused on facilitating the development of 4C skills through collaboration and the use of learning media.

## SUGGESTIONS

It is suggested that English teachers should consider adopting teaching styles that align with the 21st century learning curriculum, which focuses on developing students' 4C skills (Critical Thinking, Creativity, Collaboration & Communication). Specifically, it is recommended that teachers adopt personal model, facilitator, and delegator teaching styles, as these are found to be more compatible with the latest curriculum.

To further improve the effectiveness of English teaching in the 21st century, it is also suggested that teachers continue to update their pedagogical knowledge and skills by participating in professional development opportunities, such as workshops and conferences. This will enable them to stay up-to-date with the latest teaching approaches and technologies, and to better meet the needs of their students.

Additionally, it is suggested that educational institutions and policy makers consider implementing policies and initiatives that support the adoption of 21st century teaching styles and the development of 4C skills among English teachers and students. This may include providing funding for teacher professional development, incorporating the use of technology and other learning media in the classroom, and encouraging collaboration and problem-based learning.

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