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AN ANALYSIS OF TEACHERS' TEACHING STYLE IN TEACHING WRITING SKILLS AT SMA NEGERI 2 BANJARMASIN

Nia Aprilliani[1]
Sirajuddin Kamal[2*]
Fatchul Mu'in[3]

[1,2*,3] Lambung Mangkurat University, Banjarmasin, Indonesia

*email: sirajudin_kamal@ulm.ac.id

Abstract

This study aims to analyze teachers' teaching style to teach English writing skills to students in grades XI and XII at SMA Negeri 2 Banjarmasin. Writing skills are crucial to English language learning in senior high schools in Indonesia. The research method was a descriptive qualitative method that utilized observation and interviews as the primary instruments. The research participants are English teachers in grades XI and XII at SMA Negeri 2 Banjarmasin. The results indicate that teachers' dominant teaching styles in teaching English writing at SMAN 2 Banjarmasin are formal authority and facilitator. Formal authority involves the teacher having complete control of the learning process, while the facilitator involves the teacher acting as a facilitator to help students acquire knowledge and skills independently. Formal authority and facilitator are two teaching styles to develop English writing skills in educational settings. This research provides an overview of the teaching approaches used in these settings. The findings have implications for improving the effectiveness of teaching English writing skills at the high school level

Keywords:
Teacher,
Teaching Style,
Writing Skills

INTRODUCTION

In terms of English language learning, mastering four essential abilities - reading, listening, speaking, and writing - is critical for obtaining peak English language competency. However, many students need help with writing skills. According to Heaton (1989: 135), learning to write is difficult and time-consuming. It requires understanding grammar, rhetoric, and grammatical and rhetorical aspects. Additionally, conceptual comprehension and evaluative abilities are required for mastering the discipline of writing. In essence, writing skills require not just the ability to compose grammatically correct phrases but also the ability to generate novel ideas and participate in critical thinking. Teachers play an important role in enhancing the learning process in the classroom and making substantial contributions to students' overall development. Regulation No. 14 of 2005 on instructors and Lecturers (Article 1) defines instructors as professional educators whose principal responsibilities include educating, teaching, guiding, directing, training, assessing, and evaluating pupils at various levels of formal education. In teaching, each teacher has a unique teaching style that influences students' motivation and achievement. Patanathabutr (2008:361) says that teaching styles substantially impact students' learning ability in the educational system. This view is supported by Sheikh and Mahmood (2014:825), who argue that teaching style significantly impacts students' motivation for specific courses. When teaching foreign languages, the teaching method has a particularly significant impact. A proficient teacher exhibits a strong teaching style by efficiently managing the classroom and actively encouraging students to participate in the learning process.

Indeed, the teacher's teaching approach significantly impacts students' understanding, interest, and ability to write. Technical word abbreviations are explained when they are first used, and the text follows a logical flow of information. Furthermore, the language employed is straightforward, objective, and value-neutral, avoiding biased, emotional, figurative, or ornamental language while adhering to standard sentence structures and technical words. The content corresponds to academic structure elements and is grammatically correct throughout. Grasha (1996:154) defines five teaching styles as descriptions of the most common features of an instructor's presence in the classroom based on role models. These categories include expert, formal authority, personal, facilitator, and delegator styles. Several related studies have been conducted, including Shaari et al.'s (2014) research on teaching styles and students' academic engagement, Rachman's (2021) study on the impact of English teachers' teaching styles on senior high school students' reading interest, and Anggraini's (2018) analysis of English teachers' teaching styles, specifically in terms of listening skills. These studies provide important insights into the relationship between instructors' teaching approaches and students' engagement in learning English.

The researcher intends to perform a study named "An Analysis of Teachers' Teaching Style in Teaching Writing Skills at SMA Negeri 2 Banjarmasin" after evaluating Grasha's teaching style and referencing existing research. A significant absence of conversation among educators about English writing skills and instructional techniques sparked this investigation. This study will thoroughly explain how the interaction between teachers' instructional approaches and students' writing talents affects writing results. In this study, the researcher intends to examine the teacher's teaching approach to English writing skills at SMA Negeri 2 Banjarmasin. The study's restriction focuses on instructors' teaching techniques that emphasize developing English writing skills at the 11th and 12th-grade levels at SMA Negeri 2 Banjarmasin. By focusing on a specific grade level, this study intends to understand better how English teachers manage writing learning for students in senior secondary education.

LITERATURE REVIEW

A. Teacher

Teachers are highly knowledgeable professionals who have acquired skills and experience in a specific field. They are often called unsung heroes because of their significant contribution to society. Teachers act as educators, imparting knowledge and skills to students. According to Korth, Erickson, and Hall (2009), teachers provide instruction or training to others. Teachers are experts who can impart knowledge that will help learners build, identify, and acquire skills that will be useful for facing life's challenges. Teachers also provide learners with knowledge, skills, and values that enhance personal development. An educated person can utilize opportunities in both private and public sectors, secure employment, and have the necessary life skills to interact well with society.

Because teachers are role models for students, they must carry out their duties and functions correctly. Teachers play a crucial role in helping students develop their thinking and future. They provide students with the information, skills, and principles necessary to achieve personal and professional goals. Successful teachers must not only master the subjects they teach but also be passionate about their work and genuinely care about the personal development of their students.

B. Teaching Style

1. Definition of Teaching Style

Teaching is the practice of guiding students toward achieving their goals. It involves deliberate changes in individual behavior through instruction and

learning. Carr (2007) suggests teaching is one of the most common educational strategies. Style represents the identity a person contributes to their actions, whereas education is the overall goal of teaching. Teaching style refers to how a teacher imparts knowledge, guides, adjusts, or develops students' abilities to accomplish learning objectives, such as enhancing their comprehension and maintaining their interest in the class. Brown (2007) defines *teaching styles* as educators' techniques, tactics, and approaches to instructing students. Traditional teaching styles include audiovisual methods, project-based learning, and lectures. A teacher's teaching style may vary from another educator's due to their background, experience, and views. Practical teaching approaches can increase students' motivation and desire to learn. Therefore, a teacher's teaching style is crucial for effective learning. Teachers can create a learning environment where all students feel respected and empowered by using teaching techniques responsive to their needs. This can help improve the learning environment by reducing absenteeism, misconduct, and conflict in the classroom. In other words, a teacher's teaching style affects how courses are presented and how the teacher-student connection is formed. This teaching technique can have a far more significant impact on student development and success.

C. Purpose of Teaching Style

Teachers play a crucial role in the educational process as they impart knowledge and facilitate student learning through their teaching styles. According to Peacock (2001), teaching styles are used in the classroom to deliver subject content. Madden (2002:34) emphasizes that teaching styles are more than just a method of delivering material; they are also an approach to creating a supportive learning environment, encouraging critical thinking, and motivating students. Effective teaching styles can keep students engaged and motivated throughout the learning process. Teachers can foster a positive and enjoyable classroom environment by utilizing exciting and relevant teaching methods and encouraging student participation. This involves building positive relationships with students and providing personalized learning options and resources. Such an approach enables teachers to cater to the needs of a diverse range of students and help them achieve their academic potential.

D. Type of Teaching Style

Teachers' teaching styles are essential to student learning since they represent how information is conveyed and how teachers and students interact. Ali (2010, pp. 59-61) defined four types of teaching styles:

1. Classical Teaching Style: This is a teacher-centered approach where the success of student learning is heavily reliant on the quality of the teacher. The instructor is the sole source of knowledge, and students' ability to express their creativity is often limited due to the teacher's strong authority.
2. Technological Teaching Style: This teaching style requires the teacher to incorporate various media in the learning process. Teachers must pay attention to students' readiness and provide excitement so that they can solve challenges. Students can learn based on their interests, making instruction more relevant and valuable.
3. Personalized Teaching Style: This technique focuses on students' interests, experiences, and cognitive growth. Students are regarded as unique individuals who have control over their education. The instructor serves as a guide, helping kids with emotional growth, self-adjustment, and intelligence development through tailored learning experiences.
4. Interactional Teaching Method: In this method, the roles of the teacher and student are equally important. They collaborate to adapt ideas or knowledge acquired, seeking new forms through radical inquiry. The teacher fosters mutual support among pupils, encourages dialogue, and increases

their understanding through debate and participation.

Rohani (2010) describes three distinct teaching approaches in his work:

1. Authoritarian Teaching Style: This method produces indifferent learners and violent behavior. These learner attitudes can cause management challenges for both individuals and class groupings. Students only participate in activities if there is an instructor present in an authoritarian setting.
2. Laissez-faire Teaching Style: This style is typically ineffective since students engage in more individualized activities, and when the teacher is away, all activities suffer.
3. Democratic Teaching Style: The democratic teaching style stresses the friendship between teacher and learner and is suitable for students who are active, willing, take initiative, and do not always wait for instructions. This approach can create a positive learning environment where students can learn well with and without teacher supervision.

Grasha (1994) identified five teaching styles: expert, formal authority, personal model, facilitator, and delegator.

1) Expert teaching style: The teacher is the primary source of knowledge. Advantages: detailed information, efficient learning, specific information delivery. Disadvantages: less engagement and collaboration.
2) Formal Authority Teaching Style: Teacher-centered teaching method. Advantages: efficient class management and orderly classroom atmosphere. Disadvantages: lack of engagement, less interactive, and may not promote critical thinking.
3) Personal Model Teaching Style: The teacher is the role model and leader. Advantages: clear instructions, personalized learning experience. Disadvantages: managing class with limited resources and following the teacher's instructions, and some students may need more confidence.
4) Facilitator Teaching Style: The teacher is the facilitator or learning coach. Advantages: Increased student engagement, better classroom management, improved critical thinking and problem-solving skills, and more opportunities for collaboration and discussion—disadvantages: more time and effort from teachers to prepare and implement lessons.
5) Delegator Teaching Style: The teacher delegates much of the responsibility for learning to the students. Advantages: promoting student autonomy, encouraging creativity and innovation, improving teamwork skills, and increasing student motivation and engagement. Disadvantages: challenging to implement in a traditional classroom setting, difficult to manage with a large class, and challenging to ensure all students progress simultaneously.

E. Teaching Writing

Students are taught to express their ideas and thoughts through various writing tasks. The purpose of teaching writing is to help students become proficient in writing. According to Harmer (2007, p. 118), teachers often assign writing tasks that require students to reflect on their learning. Raimes (1983) suggests that teaching writing can be an effective way to enhance learning. Writing can also be an excellent starting point for teaching speaking skills. Therefore, students are encouraged to write down their ideas. Meisuri and Wahyuni (2016:147) explain that teaching writing involves helping students learn how to write in a different language. Students can learn how to write in a structured manner from elementary to advanced levels. To help students improve their writing skills, teachers should focus on teaching grammar, vocabulary, organization, and language use.

RESEARCH METHOD

In this study, the researcher adopted a qualitative approach using a descriptive research design. This approach was chosen because the aim was to gain an in-depth understanding of how teachers teach writing skills at SMA Negeri 2 Banjarmasin. According to Creswell (2009), qualitative research aims to understand and investigate the significance of social or human problems for individuals or groups. This is in line with the purpose of this study, which seeks to understand how teachers teach writing skills. As defined by Fraenkel and Wallen (2012), descriptive research provides a complete picture and attention to a particular situation. The context of this study includes an in-depth description of the teaching techniques used by English teachers at SMA Negeri 2 Banjarmasin. As for the data collection techniques used, the researcher will use three main approaches: classroom observation, interviews with teachers, and photo and video documentation. Classroom observations will provide a first-hand understanding of teachers' teaching practices in various learning situations. Interviews with teachers will allow researchers to understand their perspectives and thoughts on their instructional methods. At the same time, photo and video documentation will record essential moments, innovative teaching strategies, and tangible evidence of creativity in the learning process.

The participants in this study are English teachers at SMA Negeri 2 Banjarmasin. This research analyzes the teaching styles teachers use to teach writing skills. Observations will be conducted four times in different classes, followed by in-depth interviews to gather more information about their teaching practices. Using this combination of data collection techniques, it is hoped that this study will provide an in-depth understanding and a comprehensive picture of how teachers teach writing skills at SMA Negeri 2 Banjarmasin.

FINDING

This section presents an analysis of the data relating to teachers' approaches to teaching English, with a focus on writing skills. The analysis is based on Grasha's five teaching styles: expert style, formal authority, personal model, facilitator, and delegator. Data were collected through interviews and classroom observations using a qualitative descriptive approach. The interview results are presented first, followed by the observation results as the second part of the study.

1. Description of interview results with English teachers

The researcher interviewed English teachers at the twelfth and eleventh-grade levels at SMAN 2 Banjarmasin. This interview took place with the delivery of twenty questions by the researcher to him. The interview process was recorded using a voice recorder. The data obtained from the interview has been processed through data display and coding to produce representative responses. The analysis results focused on five main points to determine the teaching style used when teaching writing skills in the classroom. These points include the importance of writing skills, the purpose of teaching writing skills, challenges with unique teaching styles, changing trends and new challenges in teaching writing, and the utilization of technology to improve writing skills.

The teacher explained that writing skills in English learning are challenging, but they have many benefits and are important for students. First, writing allows students to express their thoughts, ideas, and feelings more clearly and structurally than in conversation. In addition, good writing skills help students develop effective communication skills, which are crucial in various life contexts. In Banjarmasin culture, spoken language is emphasized more than written, thus challenging writing skills. In teaching writing, the approach used is more toward triggering

critical thinking skills. This opinion is based on what the teacher, as an informant, said.

"*In the environment in Banjarmasin, we face challenges because a strong oral culture in the Banjar language dominates. However, I believe that writing skills are very important to develop.*"

Teachers are more geared towards triggering critical thinking skills in explaining writing skills to students—discussion texts in grade 12 and analytical expositions in grade 11 help the development of writing skills. In teaching writing, teachers prioritize forming students' opinions first. Students are invited to have a personal opinion that will later be used as the basis for writing a thesis or subject matter that makes sense and is supported by strong reasons.

The teacher's main goal in teaching writing skills is to familiarize students with expressing the thoughts and ideas that are in their minds through writing. This concept was conveyed in the interview results, which stated,

"*For me, as an educator, one of the main things that I emphasize at the beginning of learning is the importance of getting students used to expressing their thoughts and ideas through writing. Writing is a very important skill that every student should develop well.*"

In achieving the goal of writing, of course, there is a target set: to develop students' arguments and ideas into writing. This step is considered a crucial beginning in learning to write to inspire students to understand the importance of written expression. By setting this target, the teacher tries to inspire students to understand the importance of written expression in conveying their ideas.

The teacher believes that a teacher's teaching style greatly influences the effectiveness of learning to write. Each teacher has their teaching style, which is expected to encourage students to think critically and creatively. This concept is reflected in the interview result, which states,

"*I believe that every teacher has a unique teaching style, and as an individual, I also believe that there are other ways that might be more effective in encouraging students to write with simple but meaningful sentences.*"

The main challenge in determining the teaching style, especially in writing activities, is when students mostly directly rely on search engines or the internet, which leads to copy-paste behavior without deep understanding. Collaborative strategies such as forming Learning Communities are considered effective solutions to overcome this challenge. The approach presented by the teacher emphasized the importance of empowering students to become critical and creative writers rather than simply followers of information available online. This reflects an approach more oriented towards developing independent thinking and problem-solving skills at the core of effective writing learning.

In the teacher's explanation of the interview, there is a changing trend, especially among Generation Z, which tends to write in abbreviations. This is certainly a challenge in teaching writing skills to students because they do not want to write long and wordy texts. The teacher stated,

"*Generation Z children prefer to write short but concise texts, rather than long and wordy texts.*"

Choosing the right teaching style is necessary to make adjustments to students. Utilizing this change will improve students' writing skills by honing their ability to organize ideas efficiently and effectively. Teachers can invite students to reflect on and formulate main ideas briefly and clearly. This approach will help them convey their message directly and concisely, according to their preference in writing.

Additional apps or websites, such as Canva, Padlet, and others, provide a great opportunity to develop students' writing skills. This technology allows students to write more actively, creatively, and innovatively. In the following interview presentation,

the teacher utilized the Padlet application for writing activities by saying,

"*The use of applications such as Padlet is also the right step because it is simple and makes it easy for students to share ideas and write together. We can encourage students to write more actively.*"

The teaching style applied here leads to the role of facilitator, where teachers utilize technology and ask students to use it actively. The teacher not only conveys information but also activates students in the learning process. By displaying students' writing on the LCD and giving immediate feedback, teachers can monitor students' progress and identify behavior patterns, such as the tendency to copy-paste or not complete assignments. This allows teachers to provide appropriate guidance and help students develop their writing skills.

The teacher realizes the importance of facilitating students' deep understanding of the material they write about. In the interview, the teacher revealed,

"*I usually start by asking students to find a topic from scratch, understand the concept, and apply it in English. I focus on understanding keywords and developing a thesis or introduction as an important part of writing. I do not push students too hard with deadlines or quick targets. I focus more on the continuous learning process.*"

In this case, the approach taken is to facilitate the student's learning process, provide clear directions, and provide the necessary support so that they want to make an effort to read, understand, and write.

Based on the results of interviews with teachers, it can be concluded that the teaching styles used in teaching English writing skills at SMAN 2 Banjarmasin include all teaching styles from Grasha: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. However, of all these teaching styles, facilitator and formal authority teaching styles are more dominant or tend to be used. The facilitator teaching style is reflected in the teacher's approach to facilitating students in understanding writing materials, giving students the freedom to explore their ideas and formulate their opinions in writing. Although the Formal Authority teaching style does not fully dominate, the teacher still provides clear directions and the necessary support for students to make an effort to read, understand, and rewrite the material. This shows that the teacher holds authority in the classroom, albeit with a more flexible approach. Other teaching styles, such as the Personal Model, Delegator, and Expert, are also present in the teaching but are less as strong as the facilitator and formal authority. The Personal Model is reflected in the teacher's approach to modeling for students in the writing process and understanding of the material. Meanwhile, the Delegator style may be less dominant, but the teacher gives students some freedom in determining the direction and focus of their writing. The Expert style is reflected in the teacher's ability to expand students' knowledge and provide in-depth guidance in writing skills.

2. Description of the results of classroom observations on the analysis of teachers' teaching styles in teaching writing skills

The first observation was conducted on Thursday, January 18, 2024, in class XII Language & Culture and XII IPS 3. Before starting the lesson, the teacher introduced the observer to the students and explained that starting that day and continuing until the next three meetings, a researcher would conduct research for a thesis as one of the graduation requirements. However, the teacher did not explain to the students that the observer would observe the teacher and the students during the learning process. However, before entering the core material, the teacher gives a warm-up activity to students about Opinion, Argumentation, and Facts. The warm-up approach before the core material helps students to prepare their minds by discussing opinions, arguments, and facts. In addition, applying relevant concrete examples from daily life connects the concepts to

students' experiences. Through pair activities in creating opinions, arguments, and facts, teachers cognitively activated students and built cohesion between the warm-up and the core material. Thus, the teacher's teaching style not only facilitates understanding the concept of writing skills but also encourages active student involvement in the learning process. The first observation in class XI-F13 was conducted on January 22, 2024. In this first meeting, the material taught was Analytical Exposition Text. The teacher gave an in-depth and detailed explanation of the material with the help of the Padlets website as a means of student learning. Students learn from the definition, structure, and examples related to their daily lives related to analytical exposition text. Although students have not been asked to write, they are still in the stage of understanding the material.

The second observation on Tuesday, January 23, 2024, was full of exciting and informative learning dynamics. The observation involved three classes, starting with XII Language & Culture class in the 5th and 6th class hours, then continued with XII IPS 3 class in the 7th and 8th class hours. The learning atmosphere in class XII Language & Culture, was lively and interactive. The teacher carefully used the Padlet online platform to increase student engagement in writing learning. Previously, students have gained a strong understanding of opinion, argumentation, and fact as the basis for understanding the structure of a discussion text. At the beginning of the meeting, the teacher introduces the learning topic by giving the definition and basic structure of the discussion text. The teacher's teaching style is seen as an expert who can display detailed and convincing knowledge. The teacher tries to maintain her status as a credible source of knowledge among students by providing comprehensive explanations. Next, the teacher provides a topic relevant to students' daily lives to be used as a topic of choice in writing. Students are asked to write an initial structure in the form of an issue that introduces the problem to be discussed in the discussion text briefly and clearly in Indonesian before continuing with English. This approach aims to help students understand the concept they want to convey before expressing it in English. Students are directed to follow the writing rules that have been conveyed by the teacher, showing the characteristics of a formal authority teaching style. However, despite clear instructions, the teacher still allows students to explore their ideas in the introduction section. This shows that the teacher not only acts as a teacher but also as a facilitator who pays attention to students' needs. After all students have completed their writing, the teacher proactively provides direct feedback to selected students. Not infrequently, some students also took the initiative to come to the teacher to ask for guidance and input regarding their writing. Teachers are always open to providing help and direction to students during the writing process.

The following observation was conducted during the last hour in class XI-F13, where students were directed to write analytical exposition text. The teacher provided a wide range of topics for students without particular restrictions. This approach aims to arouse students' interest and motivation in writing. The teacher only asks students to write in Indonesian to ensure that students understand the concepts they are writing about and do not rely on the internet. During the writing process, teachers monitor students' progress and provide guidance and positive responses to their efforts. Thus, it can be concluded that in all three classes, the teacher's role is not only limited to teaching but also as a facilitator who facilitates students in writing. Nonetheless, pre-delivered instructions are followed to achieve the learning objectives effectively.

The third observation in class XII Language & Culture and XII IPS 3 was held on Thursday, January 25, 2024. the teacher entered the XII Language & Culture class in the first lesson hour. After opening

the lesson and praying, the teacher recalled the material from the previous meeting, in this observation, the researcher saw that students were asked to continue their writing learning related to the discussion text by writing the following structure, scilicet arguments for and arguments against, previously the teacher also explained again related to the content of the structure. Students then continue their writing activities with the same topic as before. While waiting and paying attention to the students, the teacher motivates writing and gives a little example of his personal experience. Not infrequently, some students are very active in coming ahead to ask the teacher about progress or confusion in the process of writing discussion text, this is slightly different from class XII IPS 3, where students who take the initiative to ask about progress are relatively few and in this class, the role of active teachers is needed to ask and check one by one the students' writing progress is maximized. Class XII IPS 3 teachers always encourage students to ask questions or discuss topics related to the studied material. Because of this encouragement, several students raised their hands to ask for teacher feedback on the writing results they were working on. Another thing with the third observation was conducted in class XI-F13 on Monday, February 5, 2024, and this was the last observation made by the researcher because the analytical exposition material in the writing skills section was carried out for three meetings. In the previous meeting, students were asked by the teacher to write one analytical exposition text with topics that were already available and in Indonesian. In this meeting, students were again given ten new topics, which the teacher would then spread randomly. Students would be asked to write analytical exposition texts according to the structure and provisions given by the teacher, but this time, they would be asked to write them in English. Some students look enthusiastic, but some look like they are struggling because, this time, the writing is accomplished in English, but the teacher here is apparent, motivating and assisting all students to complete their writing, the teacher often asks questions and provides constructive feedback to improve students' writing skills and encourages students to always ask or discuss with the teacher or their friends if there is confusion in the learning process of writing analytical exposition text.

The last or fourth observation conducted in class XII Language and Culture and XII IPS 3 was carried out on Tuesday, February 6, 2024, observations made in class XII Language and Culture were carried out in class hours 7 and 8. in this meeting students are asked by the teacher to write a discussion text with a new topic that has been prepared by the teacher, they are asked to have an active role in determining the topic of writing that suits them, the difference with the previous meeting is that in this meeting students write directly in English, in the writing process the teacher occasionally encourages students to ask / discuss what they write while directing them so that the writing process continues to run according to the rules or instructions of the teacher, The teacher in this meeting also actively provides direct feedback on students' progress and work which can be seen on the padlets website, in class at this meeting the teacher seems to give more general directions and let students find their own solutions because their basic is already in the automatic language class, their knowledge of English is also better than other classes. Furthermore, in class hours 9 and 10, the last observation was carried out in class XII IPS 3, slightly different from what the teacher instructed in class XII Language and Culture, in this class, the teacher asked students to write a discussion text but using topics and materials that they had written previously in Indonesian, this was done to facilitate the learning process in the class, Although the role of the teacher's teaching style in this class is not much different from the previous class, namely the teacher frees them to organize their

writing results as long as they remain by the directions or instructions at the beginning, the teacher also provides direct and constructive feedback to improve their writing skills and so that they write according to their interests and needs instead of taking copy and paste what is already on the internet. Teachers always provide support when students need it, but the control in learning to write remains with the students. After the assignments are completed from class XII Language and Culture, XII IPS 3, or XI-F13, the teacher reads, checks, and assesses the writing results they did in several meetings.

DISCUSSION

Teaching style is a crucial aspect of the learning environment that significantly affects students' academic achievements. According to Khumaero and Arie (2017), teaching style comprises elements such as voice and emphasis, which directly impact how students receive and process information delivered by the teacher. Understanding the characteristics of teaching styles and how they can motivate students is essential for the learning process and students' academic achievement. It is important to note that no teaching style is perfect; each has advantages and disadvantages, and there is no "good" or "bad" teaching style. Teachers can practice various teaching styles, and the chosen approach should be effective and efficient for presenting the learning material appropriate to the subject being taught and the student's needs. Teaching methods can help develop skills, values, and concepts related to a particular subject. In other words, a teacher's teaching style reflects how they manage instruction and create a conducive learning environment in the classroom. Grasha (1996) divides teaching styles into five groups, two of which are dominantly used by English teachers at SMAN2 Banjarmasin in teaching writing skills, which will be described in more detail below:

1. Formal Authority Style

In this learning style, the teacher is responsible for delivering and controlling the flow of the learning process. In this approach, teachers usually use their formal authority as teachers to direct and supervise the teaching and learning process. The teacher gives clear instructions and emphasizes structure and rules. Regarding writing skills, teachers with this approach may provide highly organized instructions and expect students to follow a set format. A formal authority style emerges when the teacher uses a standardized, accurate, and student-accepted style in the writing learning process. Teachers also pay great attention to giving positive and negative feedback.

Excerpt:

Teacher: Today, we will learn about text discussion. I am going to explain the definition and our learning objectives. First, students can analyze, classify, and create a text discussion according to my instructions. I allow you to choose any topic, but the structure and format must match the writing taught. Do you understand it?

Student: Yes

The above conversation shows the formal authority style in teacher-student interaction. The teacher explains the lesson and learning objectives by writing a discussion text. Although the teacher allows students to choose the course, they emphasize that the structure and format must be appropriate to the material. The formal authority style in interactions between students and teachers emphasizes detailed and explicit explanations from the teacher and sets clear expectations of what is expected from students. While this style can help students understand better what is expected of them, remember that too much structure and rigid rules can reduce students' creativity and motivation. In this approach, teachers give instructions directly and expect students to follow them strictly. This style has the advantage of focusing on clear expectations and acceptable methods for all

students. Nevertheless, there are some drawbacks to be aware of. Managing students and their concerns in a rigid, standardized, and inflexible way can result in a significant investment in this approach. This can make students feel constrained and disinterested in learning. Therefore, teachers need to balance providing clear instructions and space for students to explore and learn independently.

2. Facilitator Style

The facilitator teaching style emphasizes teacher-student interaction. Teachers provide guidance, guide, and give direction to students in writing learning activities; besides that, teachers also actively ask questions and provide alternative problem-solving in students' writing assignments. Overall, teachers try to build students' independence, initiative, and responsibility in their writing process. Teachers with a facilitator teaching style prefer to use the project method by providing guidance and support. Based on the results of interviews and observations, the facilitator teaching style is the teaching style used in teaching English in writing activities in the classroom.

Excerpt:

Teacher: Please open your phone and open the Padlets website that I have sent in the WhatsApp group; there are already many topics for making analytical exposition text; please work according to the topic of your choice, and if you have any questions, come directly to me in front, and I will provide direct feedback one by one.

The importance of direct interaction between teachers and students in the facilitator teaching style can be seen in the teacher's efforts to ensure students understand the material. The teacher also uses learning media, such as the website Padlets, to make it easier for students to understand the teacher's explanation. At the end of the lesson, the teacher gives conclusions and advice and conveys the material to the students.

CONCLUSIONS

This study examined the teaching styles of writing skills by teachers. The research was conducted through interviews and classroom observations. The teacher utilized Grasha's expert, formal authority, personal model, facilitator, and delegator methods. However, the observations and interviews showed that formal authority and facilitator teaching approaches dominated classroom writing instruction.Teachers teaching writing skills use various instructional techniques and adapt them to meet the requirements of their students. The two most common teaching styles are formal authority and facilitator. Formal authority relies on direct instruction, while the facilitator style emphasizes hands-on experience. Both styles aim to teach writing skills by mixing learning structure with student creativity and writing activity. Teachers provide clear and directed instructions to create an active and creative learning atmosphere.

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