

BETWEEN TEACHING STYLES AND ENGLISH SUBJECT: A GENDER-BASED ANALYSIS.

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Abstract

The problem of this research is to examine the differences in teaching styles of female and male lecturers. This research discusses the differences in male and female lecturers teaching styles from the perspective of EFL students in the English Language Education Department at Universitas PGRI Adi Buana Surabaya. . This study is qualitative study because this research is phenomenological-based analysis from a case in gender teaching style of lecturers. male lecturers were characterized having a firm character by EFL students during the interviews. The female instructors ask college students if the content they are given is clear and acceptable, and they do it in a flexible and friendly style. There may be differences in the pedagogy employed by male and female instructors. Studies indicate that female instructors are often more systematic thorough, and patient. In contrast, male instructors typically tie general knowledge to their lessons in an authoritative, firm, yet enjoyable manner, making learning more engaged..

Keyword : Teaching styles, Gender, English Subject

INTRODUCTION

Students' attitudes about learning a foreign language may be shaped by a variety of factors, such as age, gender, personality, geography, socioeconomic situation, cultural background, teaching methods, and curricular materials. Learning can take place through

interaction between students and lecturers. Both have a role when learning takes place. The role of students as recipients of learning delivered by lecturers. The role of the lecturer is as a teacher who explains material in their respective fields. gender-related variations in language instruction acknowledge that the classroom setting affects gender as a working variable. For EFL students to learn in a friendly atmosphere, build their self-confidence, and acquire the language quickly and effectively, a calm and safe classroom is essential.

Teaching styles refer to the various approaches and methods educators use to facilitate learning in the classroom. (Aliasin et al., 2019) as cited in Grasha 1996 stated teaching style consists of five figurative elements where the teacher plays the role of teacher, personal role model, moderator and delegator. The teaching style model is intended to provide personal examples of the material. Lecturers and students have a relationship so that effective learning occurs. The lecturer guides by showing students how to do something related to the material being explained. The problem of this research is to examine the differences in teaching styles of female and male lecturers. The teaching style of female lecturers is gentle and structured. Meanwhile, male lecturers have interactive abilities in class, their character is firm but learning is carried out in a fun way. This research discusses the differences in male and female teaching styles from the perspective of EFL students in the English Language Education Department at Universitas PGRI Adi Buana Surabaya. This research focuses on the relationship between 5th, 7th semester students and female and male lecturers according to the courses in that semester on the learning process. The researchers compare the teaching styles of lecturers' gender differences with EFL students' perspectives. Therefore, this research takes into account gender differences in the subjects taught so that there is a gap in teaching styles according to the gender of the lecturer during learning. This research is different from previous research conducted by other researchers. This research conduct on college English students in Adi Buana Surabaya, whereas research is usually conducted on high school students.

Therefore, the courses taught by lecturers vary according to their field. In learning, there is a teaching style that a lecturer has. Female and male lecturers have different teaching styles. (Erdiana et al., 2019) as cited in Defluef, 2005 stated students' views regarding the teaching styles between female lecturers which tend to be structured, use feelings, depend on the field, balance the right and left brain, and are cooperative. On

the other hand, male tend to be objective, think more, are independent in their field, left-brain dominant, assertive and competitive. The active learning is created by carrying out effective communication between teachers and students. Teachers must adjust their teaching style to look at students' interests because that is how students are interested.

It is important for teachers to recognize possible gender differences in the way they teach and participate in the classroom. (Asy'ari & Da Rosa, 2022) it was found that female teachers tend to carry out more diverse activities, including communicative and manipulative activities, than male teachers. This highlights the importance of promoting diversity in educational approaches to meet the needs and preferences of all students. Overall, understanding and addressing gender differences in teaching styles will help create a more inclusive and effective learning environment for EFL students. Male and female have different dispositions or traits so their teaching styles are different. Teaching style can be interpreted as a lecturer who guides, provides knowledge, develops students' abilities in achieving goals during the learning process.

The lecturer's role in teaching style is related to the learning delivered to students. (Namaziandost et al., 2018) found this can be interpreted as the lecturer's need for students to convey knowledge, while students also need lecturers to gain knowledge. This research discusses teaching styles with a different focus from previous research. Previous research can be used as a reference to strengthen or support the strength of the research to be conducted. However, research on teaching styles focuses more on different ways of teaching and how these create student learning outcomes. This research can also use a variety of different research methods, for example qualitative research.

The focus of research on teaching styles comes from various phenomena which are detailed and then determined as the focus of the research. Current teaching style research has significant differences from previous research in terms of research methodology, data collection techniques, and research focus. This research is different from previous research because this research was conducted on students who were taking quite dense courses, so there were differences in the teaching styles of male and female lecturers, of course with the English subject. Research shows that differences in the teaching styles of female and male lecturers can be seen in the learning that takes place in English department classes. The most effective teachers vary their style depending on the nature of the subject matter,

instructional medium, teaching style, and more. During learning, the lecturer's teaching style helps students learn, grow, and become more independent.

This research is important because differences in opinions between male and female about foreign language learning often shape students' learning approaches and structures. However, this research faces several challenges, including the limited scope of the research which only focuses on EFL students' perspectives, and the data collected. Therefore, although this study provides valuable insight into the gender on teaching styles, it is important to keep these limitations in mind when interpreting the results. Therefore, research on teaching styles focuses on the different teaching styles of female and male lecturers from the perspective of students. There are a variety of teaching styles that lecturers use in the classroom, each with its own advantages and potential disadvantages.

METHODS

This study is qualitative study because this research is phenomenological-based analysis from a case in gender teaching style of lecturers (Johnson et al., 2020) stated qualitative research involves studying the use and collection of various empirical materials – case studies; personal experience; introspection; Life story; interview; artifact; texts and cultural production; Observational, historical, interactive and visual texts – depicting everyday problematic moments and the meaning of individual lives.

This research data is in the form of phrases, sentences, words, or statements obtained from interviews. The data sources for this research are V, VII semester students and lecturers at the English Language Education Department, PGRI Adi Buana University, Surabaya. This data represents female and male English language education lecturers in the same course on Translation and Qualitative. The interviewees consisted of 8 students English Department in Adibuana served as interviews sources based on the same course as the lecturer.

RESULT AND DISCUSSION

Whether English lecturers' teaching styles are correlated with gender. The researcher conducted this by creating a list of interviews in order to find the relationship between the studies.

Characteristic Based On Gender Lecturers

A different gender has different characteristics by an individual. Based on different characteristics by gender, lecturers certainly have different teaching styles. Teaching style refers to the general principles, education, and management strategies that lecturers' use in the classroom. This includes the way lecturers convey information, interact with students, manage classes, assess assignments, and guide students. Teaching style refers to the methods and strategies lecturers' use in delivering their learning. When explaining the material, it can be seen from the lecturer's teaching style.

a. Teaching Style Male Lecturers On The Class

Most students, based on the results of interviews conducted by researchers, said that the different teaching styles of male lecturers had different characters. This was expressed by respondents in the data interview as follows:

“sabar, cukup jelas dan rinci apa yang ditanyakan dan yang diketahui mahasiswa”. (patient, quite clear and detailed in what is asked and what the student knows.) (R1)

R1's response said that the male lecturer was quite good and clear in explaining the material. This was also stated by respondent R2 and R3 who said:

“cenderung tegas, berwibawa tetapi enjoy dan bersemangat.” (tend to be firm, authoritative but enjoy and enthusiastic.) (R2)

“beliau tergolong fleksibel dan menyenangkan.” (He is flexible and fun.) (R3).

According to the results of these interviews, male lecturers were characterized having a firm character by EFL students during the interviews.

b. Teaching Style Female Lecturers On The Class

Teaching style refers to the general principles, education, and management strategies that lecturers' use in the classroom. Women lecturers use prepared content when they communicate learning. Female lecturers need aware teaching strategies to ensure that the subject being taught is understood. This was expressed by respondents in the data interview as follows:

“Dalam penyampaian materi waktu awal menyampaikan rps kontrak perkuliahan, tujuan pembelajaran, presentasi. Dosen tersebut menanyakan kepada mahasiswa apakah ada yang ditanyakan atau tidak.”. (In delivering the material, the initial time is to convey the lecturer contract RPS, learning objectives, presentation. The lecturer asked the students whether they had any questions or not.) (R1).

Another response was also expressed by R2 who said that :

“Gaya mengajarnya menyenangkan, interaktif menggunakan teknologi.” (The teaching style is fun, interactive using technology.) (R2).

R2 said that the teaching style of female lecturers is more fun and interactive. This is also supported by responses from R3 and R4 said :

“Untuk dikelas saya beliau mengajarkan dengan lemah lembut, amat teliti dan bersabar. Jika ada mahasiswa yang belum faham maka beliau akan menjelaskan sampai paham.” (In my class she taught gently, very carefully and patiently. If there are students who don't understand, she will explain until they understand.) (R3)

“gaya mengajarnya santai dan jelas merujuk pada pembelajaran yang tidak tertekan.” (Hers teaching style is relaxed and clearly refers to unstressed learning.) (R3)

Based on the results of four respondents' interviews, conducted in the same manner as the observation, about the teaching philosophies of female professors. The female instructors ask college students if the content they are given is clear and acceptable, and they do it in a flexible and friendly style.

DISCUSSION

Characteristic Based on Gender Lecturers

The general fundamental principles style of teaching and managerial techniques that lecturers employ in the classroom are referred to teaching styles. This statement supported by Ridgeway and Correll (2004) as quoted in (Cislaghi & Heise, 2020) Feminists used the term "gender" in the 1970s to distinguish between socially determined gender roles, behaviors, and interests, and biological functions. This is matching results of interviews; findings indicate male and female lecturers have distinct approaches to education.

a. Teaching Style Of Male Lecturers On The Class

Based on the results of interview data, most students felt male lecturers often adopt a structured approach in their teaching style, delivering lectures with clarity and precision to ensure students grasp complex concepts effectively. this was also said by (Mardiana, 2020) stated that learning objectives are achieved through an order of learning activities that are completed in phases by lecturers who carry out learning activities and students who use language to achieve learning goals. In addition to working to ensure that the message presented in class is understood by all students, lecturers also try to encourage positive feedback and positive criticism from students when they provide it.

(Alkhawaldeh & Khasawneh, 2023) Male lecturers often emphasize specific objectives and convey information in a logical manner. Their teaching strategies typically focus on promoting critical thinking and active engagement, thereby creating situations where students feel challenged and supported. Male faculty members may also particularly value mentoring, mentoring, and career advice. All of these qualities work together to create a dynamic and engaging learning environment that encourages and inspires students.

b. Teaching Style Of Female Leturers On The Class

Most students, as a result of interviews conducted by researchers, The majority of students, based on the results of interviews conducted by researchers, said that female lecturers have a teaching style that is softer in speaking, structured, fun and interactive. The majority of students, based on the results of interviews conducted by researchers, said that female lecturers have a teaching style that is softer in speaking, structured, fun and interactive.

This is also supported by the theory of (Koenen et al., 2019) which says that female teachers may be more susceptible to negative emotional deactivation than male teachers. This statement means that female teachers have more patient emotional control than male teachers. Usually women have a gentle, loving and diligent nature. When studying, female teachers control the atmosphere in the classroom in detail about the students' characters in detail. Holmes (2013) as cited in (Noviyenty, 2018) stated female are more polite than male. It depends on the definition of politeness, and it depends on which female and male you are comparing, and it also depends on the context.

The way a teacher presents material directly affects how students receive and process it, which can have an impact on the achievement of student learning outcomes. As a result, teaching style and the learning process are closely related.

CONCLUSION

Researchers discovered learning elements taught by both male and female lecturers based on previous data. The lecturer's method of instruction is the learning component. There may be differences in the pedagogy employed by male and female instructors. Studies indicate that female instructors are often more systematic thorough, and patient. In contrast, male instructors typically tie general knowledge to their lessons in an authoritative, firm, yet enjoyable manner, making learning more engaged. These results suggest that male and female lecturers have different teaching pedagogies. Interview results show that male and female lecturers have different perspectives on teaching. According to this study, male and female lecturers have nearly identical teaching approaches; the main differences are in characteristics that males possess. way how to improve students' writing ability, because so many strategy to achieve it.

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