

Cultural Perspectives on English Language Teaching Styles: A Study in The Indonesian Context

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Abstract

This research investigates teaching style models employed by Western and Southeast Asian teachers in senior high schools in Toraja, Indonesia. It explores students' perceptions of these teaching styles using qualitative descriptive methods. Data was collected from ten randomly selected students, an English teacher from Toraja, Indonesia, and an English teacher from the Netherlands. Research instruments included observation, questionnaires, and interviews. Descriptive analysis was used to analyse the data. The findings reveal cultural differences in teaching styles between Western and Southeast Asian teachers. Western teachers prioritize facilitating student learning, valuing individuality, encouraging independent thinking, using group discussions as a mode of instruction, considering mistakes as part of the learning process, and exhibiting varying degrees of formality in student-teacher interactions. In contrast, Southeast Asian teachers adopt an authoritative teaching style, placing less emphasis on individuality, highlighting the importance of group dynamics, and observing hesitancy among students to ask questions.

Keywords: Teaching Styles, Western, Southeast Asia, ELT

INTRODUCTION

This study aims to explore and compare the teaching models employed by Western and Southeast Asian teachers in the Indonesian context, specifically in the field of English Language Teaching (ELT). The research focuses on senior high schools in Toraja, Indonesia, and investigates students' perceptions of these teaching styles.

(Zhou, 2011) Teaching styles play a crucial role in shaping students' learning experiences and outcomes. (Soylu et al., 2020) They are influenced by various factors, including cultural backgrounds, educational systems, and pedagogical approaches. Understanding the teaching models used by different teachers can provide valuable insights into the effectiveness and appropriateness of instructional strategies in diverse cultural contexts.

The study utilizes a qualitative descriptive method to gather data from ten randomly selected students, an English teacher from Toraja, Indonesia, and an English teacher from the Netherlands. Research instruments such as observation, questionnaires, and interviews are employed to collect comprehensive data on the teaching approaches and students' perceptions.

The data collected is analyzed using descriptive analysis techniques to identify and compare the teaching styles employed by Western and Southeast Asian teachers. The findings of the study reveal cultural differences in teaching approaches between these two groups. Western teachers tend to prioritize facilitating student learning, valuing individuality, encouraging independent thinking, and employing group discussions as a mode of instruction. They also perceive mistakes as part of the learning process and exhibit varying degrees of formality in student-teacher interactions. On the other hand, Southeast Asian teachers adopt an authoritative teaching

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style, place less emphasis on individuality, highlight the importance of group dynamics, and observe hesitancy among students to ask questions.

By shedding light on these diverse teaching models, this research contributes to the development of more effective instructional strategies in the Indonesian ELT context. Educators can gain insights into the cultural nuances that influence teaching styles and tailor their approaches accordingly. (Markey et al., 2021) This understanding can lead to the creation of a culturally responsive and inclusive educational environment that enhances students' learning experiences. Furthermore, this study opens avenues for further exploration of teaching models in ELT. By delving deeper into the characteristics and outcomes of these teaching styles, researchers and educators can continue to refine instructional practices and contribute to the advancement of the field. Ultimately, (Kimotho & Gacicio, 2011) the goal is to foster an educational system that recognizes and embraces the cultural diversity of students while promoting effective language learning.

(Vizcarra-Garcia, 2021) In recent years, there has been a growing recognition of the importance of cultural sensitivity and inclusivity in education. Teachers play a vital role in creating an environment that respects and accommodates the cultural backgrounds of their students. However, (Zhou, 2011) teaching styles are often influenced by cultural norms and values, which can vary significantly between different regions and countries. The Indonesian context presents an interesting case for exploring teaching models in ELT. (Riany et al., 2017) Indonesia is a culturally diverse country, with a rich tapestry of traditions, languages, and beliefs. The education system in Indonesia has been influenced by both Western and Southeast Asian educational philosophies, creating a unique blend of teaching approaches.

(Lodra & Arif, 2020) Western teaching models, often characterized by student-centered and participatory approaches, emphasize the active involvement of students in the learning process. These models prioritize critical thinking, creativity, and independent problem-solving skills. On the other hand, (Ignatescu et al., 2021) Southeast Asian teaching models tend to be more teacher-centered, with an emphasis on authority, group dynamics, and rote learning. (Walker, 2017) Understanding the teaching models employed by Western and Southeast Asian teachers in the Indonesian context is crucial for several reasons. Firstly, it allows for a deeper understanding of the factors that shape teaching practices and pedagogical choices. By recognizing the cultural influences on teaching styles, educators can develop strategies that are more aligned with students' cultural backgrounds, leading to more effective learning outcomes. Secondly, exploring these teaching models can help identify areas for improvement and adaptation. By comparing and contrasting the strengths and weaknesses of different teaching approaches, educators can refine their instructional strategies and create a more inclusive and engaging learning environment.

Additionally, this research contributes to the broader field of ELT by expanding our understanding of teaching models in diverse cultural contexts. (Rafi & K. Fox, 2021) It adds to the growing body of literature that highlights the importance of culturally responsive pedagogy and the need for educators to be aware of and sensitive to the cultural backgrounds of their students. The research aims to explore and compare the teaching models employed by Western and Southeast Asian teachers in the Indonesian context, specifically in ELT. By investigating students' perceptions of these teaching styles, the research provides valuable insights into the cultural differences in teaching approaches. This understanding can guide educators in developing more effective instructional strategies that align with students' cultural backgrounds and enhance their learning experiences. Furthermore, this research contributes to the advancement of the field by promoting culturally responsive and inclusive educational practices.

LITERATURE REVIEW

Teaching Model

Here is a brief literature review for the research on exploring teaching models in ELT, focusing on a comparative analysis of Western and Southeast Asian teachers in the Indonesian context:

(Puspita & Rosnaningsih, 2020) The literature on teaching models in ELT highlights the significance of cultural factors in shaping instructional practices. Western teaching models, rooted in student-centered approaches,

emphasize active learning, critical thinking, and learner autonomy. (López Cupita, 2016) These models prioritize individuality, encourage student engagement, and value collaborative learning environments. (Lee et al., 2021) In contrast, Southeast Asian teaching models often adopt a more teacher-centered approach, emphasizing authority, group dynamics, and respect for hierarchy.

Research on teaching models in the Indonesian context is limited but growing. Studies have explored the influence of cultural factors on teaching practices and highlighted the need for culturally responsive pedagogy (Barnes & McCallops, 2019). For instance, examined the teaching styles of Indonesian English teachers, revealing a preference for teacher-centered approaches and a lack of emphasis on critical thinking and student participation.

Teaching Styles

Comparative studies have also been conducted to explore teaching models in different cultural contexts. For example, research by (Zhou, 2011) compared teaching styles in China and the United States, revealing differences in instructional strategies, classroom management, and student-teacher interactions. These findings underscore the importance of understanding cultural influences on teaching models.

In the Indonesian context, limited research has specifically focused on comparing teaching models between Western and Southeast Asian teachers. However, studies on cultural differences in educational practices can provide valuable insights. For instance, research (Enríquez et al., 2021) examined cultural differences in teaching styles between American and Korean teachers, highlighting variations in instructional strategies, classroom management, and student-teacher relationships.

The existing literature underscores the need for further research on teaching models in ELT, particularly in diverse cultural contexts like Indonesia. This research aims to address this gap by exploring and comparing the teaching models employed by Western and Southeast Asian teachers in the Indonesian context, specifically in ELT. By investigating students' perceptions of these teaching styles, the study aims to provide valuable insights into the cultural differences and their implications for instructional practices.

Cross- Culture Understanding

In summary, the literature review highlights the significance of cultural factors in shaping teaching models in ELT. While Western teaching models emphasize student-centered approaches and individuality, Southeast Asian teaching models tend to be more teacher-centered and value group dynamics. The limited research in the Indonesian context calls for further exploration of teaching models and their cultural nuances. This study aims to contribute to the existing literature by providing a comparative analysis of teaching models used by Western and Southeast Asian teachers in the Indonesian ELT context.

Research on teaching models in ELT has emphasized the importance of creating culturally responsive and inclusive learning environments. Scholars argue that effective teaching should consider students' cultural backgrounds, beliefs, and learning styles to promote meaningful engagement and learning outcomes (Zhao, 2021). Culturally responsive teaching models encourage educators to integrate students' cultural experiences and perspectives into the curriculum, fostering a sense of belonging and enhancing academic achievement (Mensah, 2021). Studies on teaching models in the Indonesian context have also examined the impact of cultural factors on language learning.

Comparative research on teaching models across different countries and regions has provided valuable insights into cultural variations in educational practices. For example, a study by Hofstede (2001) identified cultural dimensions that impact teaching and learning, including individualism vs. collectivism, power distance, and uncertainty avoidance. These dimensions can help explain differences in teaching approaches and classroom dynamics between Western and Southeast Asian contexts.

The literature also emphasizes the need for teacher professional development to enhance cultural competence in teaching. Educators should be equipped with the knowledge and skills to navigate cultural differences, adapt instructional strategies, and create inclusive learning environments (Guryanov et al., 2019). Professional

development programs that promote intercultural understanding and provide opportunities for reflection and collaboration can support teachers in developing culturally responsive pedagogy (Lewis, 2022).

In conclusion, the literature review highlights the importance of cultural factors in shaping teaching models in ELT. Culturally responsive teaching models that consider students' cultural backgrounds and learning styles are crucial for creating inclusive and engaging learning environments. Research in the Indonesian context is limited but growing, emphasizing the need for further exploration of teaching models and their cultural nuances. Comparative studies across different cultural contexts provide valuable insights into the variations in teaching approaches and classroom dynamics. Additionally, teacher professional development plays a crucial role in enhancing cultural competence and supporting educators in implementing culturally responsive pedagogy. This research aims to contribute to the existing literature by exploring and comparing the teaching models used by Western and Southeast Asian teachers in the Indonesian ELT context, with a focus on students' perceptions and cultural differences.

Medias Used In Teaching

Research on teaching models in ELT has also examined the impact of technology on instructional practices. With the advancement of digital tools and resources, educators have increasingly integrated technology into their teaching to enhance language learning experiences (de Araújo et al., 2021). Studies have explored the use of computer-assisted language learning (CALL), online platforms, and multimedia resources in ELT classrooms, highlighting their potential to promote interactive and engaging learning environments (Wang, 2014).

In the Indonesian context, research on technology integration in ELT is gaining attention. Studies have investigated the use of mobile learning, online platforms, and educational apps to support English language learning (Yu et al., 2023). These studies highlight the potential benefits of technology in expanding access to learning resources, promoting learner autonomy, and fostering collaboration among students. Cross-cultural studies on Technology integration in ELT have also been conducted. For example, research by (Ammade et al., 2018) compared the use of technology in language classrooms between Western and Asian contexts, revealing differences in teachers' attitudes, pedagogical practices, and resource availability. These findings suggest that cultural factors influence the adoption and implementation of technology in educational settings.

Furthermore, the literature emphasizes the importance of teacher-student relationships in effective teaching. Positive teacher-student relationships have been associated with increased student engagement, motivation, and academic achievement (Hussain et al., 2013). Studies have explored the role of cultural factors in shaping these relationships, highlighting variations in communication styles, student-teacher interactions, and expectations between different cultural contexts (Pennings et al., 2018).

Additionally, research on teaching models in ELT has examined the role of assessment and feedback in promoting student learning. Effective assessment practices that align with cultural values and expectations can provide meaningful feedback and support students' language development (Liu, 2023). Studies have explored the impact of culturally appropriate assessment methods, such as portfolio assessment and self-assessment, on student motivation, self-regulation, and language proficiency (Gajewski, 2022).

In summary, the literature review highlights the influence of technology integration, teacher-student relationships, and assessment practices on teaching models in ELT. The use of technology in language classrooms, when aligned with cultural contexts, can enhance learning experiences and promote collaboration among students. Positive teacher-student relationships and culturally appropriate assessment methods are crucial for creating supportive and engaging learning environments. Research in the Indonesian context is exploring these areas, emphasizing the need for further investigation of technology integration, teacher-student relationships, and assessment practices in ELT. This study aims to contribute to the existing literature by exploring and comparing teaching models used by Western and Southeast Asian teachers in the Indonesian ELT context, taking into account the influence of technology, teacher-student relationships, and assessment practices.

RESEACH METHODOLOGY

Data collection methods to gather comprehensive insights into teaching styles and students' perceptions. These methods include observation, questionnaire, and interviews (Kang & Hwang, 2021).

Research Design

By employing these multiple data collection methods, the research aims to gather a comprehensive understanding of teaching styles and students' perceptions. The observation method provides direct insights into the classroom context, while questionnaires offer quantitative data for analysis. Interviews, on the other hand, allow for a deeper exploration of students' experiences and perceptions. The combination of these methods enhances the validity and reliability of the findings, providing a more holistic view of teaching models in the Indonesian ELT context.

Population and Sample or Subject

The population of the research used two lecturers, they are from Nederland and Indonesia, both of them teaches English.

Research Instrument

In this research used observation, interview, and questionnaire to collect the data

Data Analysis

In the context of "ELT Teaching Styles: A Cross-Cultural Study in Indonesia," data analysis refers to the systematic process of inspecting, cleaning, transforming, and modeling data to uncover meaningful patterns, trends, and insights related to English Language Teaching (ELT) styles in the Indonesian context. This process involves several key steps:

Data Collection: Gather information about teaching styles from both Western and Southeast Asian teachers in Indonesia. This data could include classroom observations, surveys, interviews, or any other relevant sources.

Data Cleaning: Ensure the data collected is accurate and complete. Remove any inconsistencies or errors in the data to maintain data integrity.

Data Transformation: Convert raw data into a format suitable for analysis. This might involve organizing data into categories, creating numerical representations, or aggregating data points.

Data Analysis Techniques: Utilize statistical methods, qualitative analysis, or a combination of both to analyze the data. This could involve quantitative techniques such as regression analysis, factor analysis, or qualitative methods like content analysis and thematic coding.

Identifying Patterns and Trends: Analyze the transformed data to identify recurring patterns, trends, or correlations between different variables. For instance, you might find that certain teaching styles are more prevalent among Southeast Asian teachers compared to Western teachers.

Drawing Conclusions: Based on the analysis, draw conclusions about the ELT teaching styles in Indonesia. Determine which teaching methods are commonly used, understand any cultural influences on these methods, and identify any areas for improvement or further research.

Interpreting Results: Interpret the findings in the context of existing literature and theories. Discuss how the results contribute to our understanding of cross-cultural teaching styles in ELT and their implications for educational practices in Indonesia.

Presenting Results: Present the analyzed data and findings clearly and concisely, often using visual aids such as charts, graphs, or tables to enhance understanding.

Drawing Implications: Discuss the practical implications of the findings. How can this knowledge be applied in teacher training programs, curriculum development, or classroom practices? What are the broader implications for the field of ELT in Indonesia?

By following these steps, researchers can gain valuable insights into the ELT teaching styles in Indonesia, fostering a better understanding of the cross-cultural dynamics at play in the country's educational landscape.

RESULTS

a. Observation Data of a Western Teacher

In a Western classroom, the teaching style often emphasizes student-centered learning and active engagement. The teacher begins the lesson by presenting a real-life problem or scenario related to the topic. They encourage students to think critically and discuss possible solutions or explanations. The teacher acts as a facilitator, guiding the discussion and encouraging students to share their ideas and perspectives.

To promote active learning, the teacher incorporates hands-on activities, experiments, and demonstrations. Students are encouraged to explore concepts through practical application, fostering a deeper understanding of the subject matter. The teacher provides guidance and support during these activities, allowing students to learn through inquiry and discovery. Collaboration and group work are often integral to the teaching style. The teacher assigns group projects or tasks that require students to work together, fostering teamwork, communication, and problem-solving skills. The teacher encourages students to take ownership of their learning by actively participating and contributing to group discussions and activities.

Technology is frequently integrated into the teaching style of Western teachers. They may use multimedia resources, such as videos, interactive simulations, or online platforms, to enhance learning and engage students. Technology is seen as a tool to facilitate research, exploration, and creativity.

Assessment in a Western teaching style often involves a variety of methods. The teacher may use formative assessments, such as quizzes or class discussions, to gauge students' understanding throughout the lesson. Summative assessments, such as projects, presentations, or written assignments, are also used to evaluate students' knowledge and skills.

The teacher provides constructive feedback to students, highlighting their strengths and areas for improvement. They encourage students to reflect on their learning and set goals for their academic growth. The teacher values individuality and encourages students to express their unique perspectives, fostering creativity and critical thinking.

The teaching style of a Western teacher often promotes a student-centered and inquiry-based approach, where students actively participate, collaborate, and apply their knowledge. The focus is on developing critical thinking skills, creativity, and independent learning, preparing students for future challenges and lifelong learning. It is important to note that teaching styles can vary significantly among Western teachers, as they may have different pedagogical approaches and philosophies. This example provides a general overview of some common characteristics observed in Western teaching styles.

Differentiated instruction is a key aspect of the teaching style of a Western teacher. They recognize that students have diverse learning needs, abilities, and interests. The teacher strives to accommodate these differences by providing a variety of learning opportunities and materials. They may offer alternative assignments, use flexible grouping strategies, or provide individualized support to meet the unique needs of each student. Critical thinking and problem-solving skills are highly valued in Western teaching styles. The teacher encourages students to analyze information, evaluate evidence, and apply logical reasoning to solve problems. They pose thought-provoking questions, engage students in discussions and debates, and challenge them to think beyond the surface level.

In a Western classroom, creativity and innovation are fostered. The teacher encourages students to think outside the box, explore alternative perspectives, and generate original ideas. They provide opportunities for creative

expression through projects, presentations, or artistic activities. The teacher values and celebrates students' unique talents and encourages them to take risks in their learning.

Student autonomy and self-directed learning are also emphasized. The teacher encourages students to take ownership of their learning by setting goals, planning their work, and monitoring their progress. They provide guidance and support, but also allow students the freedom to make choices and explore their interests within the curriculum.

The teaching style of a Western teacher often promotes a growth mindset. They emphasize the importance of effort, perseverance, and resilience in the learning process. The teacher encourages students to embrace challenges, learn from mistakes, and view failures as opportunities for growth. They provide constructive feedback that focuses on the process and effort rather than solely on the final outcome.

Inclusivity and diversity are valued in the teaching style of a Western teacher. They create a safe and inclusive classroom environment where students feel respected and valued for who they are. The teacher incorporates diverse perspectives, cultures, and experiences into the curriculum, fostering a sense of empathy, understanding, and global awareness among students.

Overall, the teaching style of a Western teacher is characterized by a student-centered approach, emphasis on critical thinking and problem-solving, creativity and innovation, autonomy and self-directed learning, growth mindset, inclusivity, and diversity. The goal is to empower students to become lifelong learners who are equipped with the skills, knowledge, and attitudes necessary for success in an ever-changing world.

During the class, the teacher used brainstorming sessions to encourage students to think critically about problems related to the course subject. The teacher asked stimulating questions to initiate discussions and clarify topics. For example, in the first observation, the teacher introduced Wh-Questions by asking, "What did you do yesterday?" and the students responded, "I assisted my parents." The teacher employed various teaching techniques to cater to different learning styles and goals, which were outlined in the syllabus and communicated to the students before teaching. The teacher not only conducted group sessions but also engaged in one-on-one discussions to ensure clarity of concepts.

Students typically worked on course projects independently with minimal guidance from the teacher. The teacher guided students through the learning process and shared knowledge and skills with them. Creative media, such as cards for creating phrases, were used in the teaching and learning process. After students completed their exercises, the teacher collected the cards and used them in other classrooms for teaching purposes.

There was a strong sense of collaboration and cooperation between the teacher and the students. The teacher always provided positive feedback instead of negative criticism when students struggled in the learning process. The teacher expressed approval and encouraged students to follow their lead. For instance, after introducing the Wh-Questions theme, the students were instructed to create questions in English. The teacher spent time speaking with students individually or in groups to enhance their work on projects and provided guidance and explanations. Classroom activities were designed to foster critical thinking among students, who expressed high appreciation for the teacher's explanations. The teacher visited each group to explain the materials, ensuring that students had a clear understanding of the content.

The teacher incorporated contextual elements into the teaching materials, making it crucial for students to learn about challenges related to the course. The teacher inquired about students' past experiences, activities, and cultures. Group discussions allowed students to freely express their opinions, enhancing their critical thinking abilities. Personality questions posed by the teacher enabled students to construct statements and queries based on their prior learning experiences. Group discussions and competitions were used to motivate students in the learning process. The teacher asked questions about students' personalities to illustrate points about the content. Throughout the classroom scenario, the teacher asked questions to influence students' thinking and provided essential points of the materials. Students also asked personality-related questions to enhance their independent thinking and work.

The teaching process was structured with clear instructions from the teacher, providing students with criteria for accomplishing their tasks. Group discussions and personality-focused education made it easier for students to address problems in the learning process. Students were encouraged to take initiative and responsibility for their learning by actively participating in class and completing activities in groups. Students paid attention to the teacher's explanations as part of their responsibility. The teacher's contextual comments played a significant role in resolving subject-related concerns throughout the teaching process. The teaching materials had specific aims and objectives for the teacher to achieve.

The teacher provided direct explanations and practice on Wh-Questions. The activities in the learning process were explained before students began working on them. Students had the freedom to choose their own pace for completing assignments during group discussions. The students regarded the teacher as a knowledgeable resource and approached them with questions about the course content. Students aligned their thinking with the teacher's instructions and provided responses accordingly. They requested the teacher to facilitate group discussions with their peers to discuss assigned activities.

The teacher entrusted students with the responsibility of organizing their group discussions. Even when time was limited during the teaching and learning process, the teacher assigned tasks for students to complete at home. The teacher provided time estimates for completing tasks to reinforce discipline in the learning process. The students considered the teacher, Ibu Stepanie, as a coach who closely worked with them to solve problems in their thinking and behavior. Students who struggled to grasp the course content sought clarification from the teacher. Every student who asked or answered questions received praise from the teacher. The teacher supervised the learners in the classroom to support their progress.

Additionally, data from a Southeast Asian English teacher teaching in a classroom were also collected. The teacher took attendance and instructed the students to continue their topics. The teacher explained the material and facilitated group discussions in the classroom. Students were given time to complete exercises provided by the teacher, followed by presentations of their discussions. The teacher then evaluated the students' understanding of the material.

Observation data of a Southeast Asian Teacher

In a typical Southeast Asian classroom, the teacher maintains a structured and disciplined environment. Let's consider an English language class as an example. The teacher begins the lesson by reviewing the previous topic and sets clear learning objectives for the day. The teaching style often involves a combination of teacher-centered instruction and student participation.

The teacher starts with a brief lecture, providing explanations and examples related to the topic. Visual aids such as slides or handouts are used to enhance understanding. The teacher emphasizes the importance of grammar rules and vocabulary, often focusing on accuracy in language usage.

After the lecture, the teacher encourages students to engage in group discussions or pair work activities. This allows students to practice their speaking and listening skills while collaborating with their peers. The teacher circulates among the groups, providing guidance, answering questions, and offering feedback.

To assess students' understanding, the teacher assigns individual or group tasks, such as writing exercises or presentations. Students are expected to demonstrate their comprehension and apply the concepts learned during the lesson. The teacher evaluates their work based on predetermined criteria, providing constructive feedback to help students improve.

Throughout the teaching process, the teacher emphasizes respect for authority, encouraging students to listen attentively and follow instructions. Discipline and punctuality are valued, and students are expected to adhere to classroom rules. Additionally, the teaching style may incorporate cultural elements and values, such as promoting harmony, teamwork, and the importance of collective achievement. The teacher may incorporate local examples or stories to make the content more relatable to students' experiences.

In a Southeast Asian classroom, the teacher often adopts a nurturing and supportive approach towards students. The teacher recognizes the importance of building strong relationships with students to create a positive learning environment. They take the time to understand each student's strengths, weaknesses, and learning styles. The teaching style often involves repetition and reinforcement of key concepts. The teacher may use mnemonic devices, songs, or rhymes to help students remember information. They provide ample opportunities for practice and review, ensuring that students grasp the material thoroughly.

Collaborative learning is highly valued in Southeast Asian teaching styles. The teacher encourages students to work together on projects, assignments, and group discussions. This promotes teamwork, cooperation, and the development of social skills. Students learn from each other's perspectives and share their knowledge, fostering a sense of community within the classroom.

The teacher also places a strong emphasis on exams and assessments. Students are expected to demonstrate their understanding and mastery of the subject matter through regular tests. The teaching style often includes test preparation sessions, where the teacher provides guidance on exam techniques and strategies.

Respect for authority is deeply ingrained in the Southeast Asian teaching style. The teacher is seen as an authoritative figure, and students are expected to show deference and obedience. This hierarchical structure fosters discipline and order in the classroom, ensuring a focused learning environment.

Additionally, cultural elements are often integrated into the teaching style. Southeast Asian teachers may incorporate local traditions, customs, and values into their lessons, allowing students to connect their learning with their cultural identity. This helps students appreciate their heritage while acquiring new knowledge.

In summary, the teaching style of a Southeast Asian teacher is characterized by nurturing relationships, repetition, collaborative learning, a focus on exams, respect for authority, and integration of cultural elements. The ultimate goal is to provide students with a well-rounded education that combines academic knowledge with important life skills and cultural awareness.

b. Data of a Western teacher interview

To obtain the teaching style used by Western teachers, the researcher conducted an interview with one of the Western teachers who teaches English.

Interviewer : Good morning! Thank you for joining us today. Can you please tell us about your teaching style and how you engage your students in the classroom?

Teacher : Good morning! It's a pleasure to be here. In my classroom, I strive to create an engaging and student-centered learning environment. I believe in fostering critical thinking and active participation among my students. To achieve this, I incorporate various strategies such as group discussions, hands-on activities, and real-life problem-solving scenarios.

Interviewer: That sounds wonderful! Can you give us an example of how you encourage critical thinking in your classroom?

Teacher : Absolutely! One way I promote critical thinking is by presenting my students with open-ended questions or real-life situations related to the topic we're studying. I encourage them to analyze the information, evaluate different perspectives, and justify their opinions. I also facilitate class discussions where students can respectfully challenge each other's ideas and build upon them.

Interviewer: That's fantastic! How do you ensure that all students actively participate in the classroom activities?

Teacher : I believe in providing a safe and inclusive environment where all students feel comfortable expressing their thoughts and opinions. I use various techniques to encourage participation, such as think-pair-share activities, where students discuss their ideas with a partner before sharing with the whole class. I also incorporate hands-on activities and group projects that require collaboration, ensuring that every student has a role to play and feels valued.

Interviewer: It's great to hear that you prioritize collaboration. How do you assess your students' understanding of the material?

Teacher : Assessment is an essential part of the learning process. I use a combination of formative and summative assessments to evaluate my students' understanding. Formative assessments, such as quizzes or class discussions, help me gauge their progress and address any misconceptions in real-time. Summative assessments, such as projects or presentations, allow students to showcase their knowledge and skills in a more comprehensive manner. I also provide timely and constructive feedback to guide their learning and growth.

Interviewer: That sounds like a comprehensive approach to assessment. How do you incorporate technology into your teaching?

Teacher : Technology is a valuable tool that can enhance learning experiences. I integrate technology into my lessons by using multimedia resources, interactive simulations, and online platforms. These resources help to engage students, provide visual representations of complex concepts, and allow for independent exploration and research. I also encourage students to use technology for collaborative projects and presentations, fostering digital literacy skills.

Interviewer: Thank you for sharing your insights! One last question: how do you foster a positive classroom culture and promote inclusivity?

Teacher : Building a positive classroom culture is crucial for creating an inclusive learning environment. I establish clear expectations for behavior and encourage mutual respect among students. I celebrate diversity by incorporating diverse perspectives and cultural elements into the curriculum. I also encourage students to share their unique experiences and perspectives, creating a sense of belonging and fostering empathy among classmates.

Interviewer: Thank you so much for your time and valuable insights into your teaching style. It's been a pleasure speaking with you!

Teacher : Thank you for having me! It was a pleasure sharing my teaching approach. I'm passionate about creating meaningful learning experiences for my students and helping them develop the skills they need to succeed.

c. Data of Indonesian teacher interview

Interviewer: Good morning! Thank you for agreeing to participate in this interview. Could you please tell me a bit about your experience as an English teacher?

Teacher : Good morning! I have been teaching English for the past five years in a Southeast Asian country. I have experience teaching students of various age groups, ranging from primary school to adults. My focus has primarily been on developing their English language skills, including speaking, listening, reading, and writing.

Interviewer: That's great! As part of our research on teaching styles, we are interested in understanding the teaching methods and approaches used by Western teachers. Could you share some insights into the teaching style you have observed or adopted in your English classes?

Teacher: Certainly! While I cannot speak for all Southeast Asian teachers, I can share my personal observations and experiences. In my interactions with Western teachers and through my own professional development, I have noticed that many Western teachers emphasize student-centered learning and interactive teaching methods. They often encourage active student participation, critical thinking, and problem-solving skills.

Interviewer: That's interesting. Can you provide some specific examples of teaching techniques or activities that you have seen Western teachers use?

Teacher: Of course! One common technique I have observed is the use of group work or pair work activities. Western teachers often divide students into small groups or pairs, encouraging them to work together to complete tasks, solve problems, or discuss topics. This promotes collaboration, communication, and the sharing of ideas among students. Another technique is the use of project-based learning. Western teachers often assign projects that require students to research, plan, and present their findings or creative work. This approach encourages students to take ownership of their learning, develop research and presentation skills, and apply their knowledge in practical ways.

Interviewer: That sounds engaging and interactive. Do Western teachers also use technology in their classrooms?

Teacher: Yes, technology is commonly integrated into Western teaching practices. I have seen Western teachers utilize various technological tools such as interactive whiteboards, educational apps, online resources, and multimedia presentations to enhance their lessons. These tools make the learning experience more dynamic and interactive for students.

Interviewer: Thank you for sharing those insights. In your opinion, how do these teaching methods and approaches used by Western teachers compare to the traditional teaching methods in Southeast Asian classrooms?

Teacher: In traditional Southeast Asian classrooms, the teaching style often leans towards a more teacher-centered approach, where the teacher is the primary source of knowledge and instruction. Students are expected to listen and absorb information passively. However, there has been a shift in recent years towards more student-centered approaches, influenced by the practices of Western teachers. Educators in Southeast Asia are increasingly recognizing the benefits of student engagement, critical thinking, and collaborative learning.

Interviewer: That's an interesting observation. Lastly, do you think there are any challenges or limitations in adopting Western teaching methods in Southeast Asian classrooms?

Teacher: Yes, there can be challenges in adopting Western teaching methods in Southeast Asian classrooms. Some challenges include large class sizes, limited resources, and cultural differences in educational expectations. Additionally, it may take time for both teachers and students to adapt to new teaching approaches. However, with proper training, support, and a gradual implementation process, these challenges can be overcome.

Interviewer: Thank you so much for your valuable insights and perspectives. Your input will greatly contribute to our research on teaching styles.

DISCUSSIONS

The researcher initially watched students in the class. Based on observations of the teaching method used by teacher, the Western English teacher creates her own lesson plan and syllabus before teaching in the classroom. The instructor indicated to the pupils that the subjective of the lesson, such as fact, idea, and principle, were the most essential for them to learn. The instructor then informed the pupils that the standard minimum (KKM) threshold was seventy. To complete this course, students must have a score of seventy.

The teacher offered students explanations via brainstorming to create models acceptable methods for students to think about problems in the course subject, and she also asked students questions to stimulate their thinking to start the class or clarify the topic. For example, in the first observation, the instructor described Wh-Questions and asked, "What did you do yesterday?" to which the children replied, "I assisted my parents." The teacher presented the information in a range of ways, and the aims of the teaching techniques address a variety of students' learning. The goals of the teaching methods may be found in the syllabus and conveyed to the students before teaching. It signifies that the instructor not only gave this course in a group setting, but also discussed it in a one-on-one setting to make the ideas provided in the classroom obvious.

Students usually work on course projects on their own, with minimal guidance from the teacher. The teacher directed the students through the learning process, and the teacher valued sharing her knowledge and skills with the pupils. The teacher used creative medias in the teaching and learning process, such as cards to create phrases. Following that, the pupils constructed phrases with a nice theme. The instructor received the cards after the students delivered their exercises, and then utilized them to teach in the other classroom.

There was a great deal of collaboration or cooperation between the instructor and the pupils. After students demonstrated inadequate performance in the learning process, the instructor never offered negative feedback; instead, the teacher expressed approval of the pupils, for example, when the teacher discussed the issue, the teacher stated "very well, good, that was correct." The pupils are then instructed to do the activities based on the explanation. It signifies that the pupils are encouraged to follow the teacher's lead. Following the teacher's presentation of the wh-questions theme, the students were instructed to create questions in English. While giving the pupils exercises, the instructor spent time speaking with them on how to enhance their work on individual or group projects, then guided them and explained things to them. Students expressed their opinions via classroom activities designed to foster and develop their thinking regarding topic problems. Students did not characterize the teacher's norms and expectations as hard and uncompromising throughout the learning process, but they did express high appreciation for the teacher's explanation. The instructor went around to each group and explained the materials they were given. As a result, the pupils have a simple understanding of the contents offered by the instructor.

The instructor provided contextual elements in the teaching materials, thus what the teacher had to say about a subject was crucial for students to learn about the challenges in that course. It suggests the instructor inquired about the pupils' past experiences, activities, and cultures. Students provided free comments based on the subject in a group discussion, which boosted students' critical thinking abilities. When the instructor posed personality questions to the students, the pupils were able to construct statements and queries based on their prior learning experiences. Based on the students' previous experiences studying English, particularly the Wh-questions subject course, the instructor created a group discussion and a group competition to impact students' motivation in the learning process. The instructor, on the other hand, utilized questions about the students' personalities to demonstrate points about the contents. While the instructor supervised the scenario in the classroom, the teacher asked questions to influence students in the learning process and to provide essential points of the materials. The students then asked questions in personalities to enhance students' capacity to think and work independently.

Every component of the teaching process was given instructions by the instructor to provide clear criteria for how the teacher duties were accomplished in this course. Giving pupils education in group discussion and personality might make it easier for them to address problems in the learning process. The kids were encouraged to take initiative and responsibility for their learning by answering all of the teacher's questions and finishing their activities in groups. As part of their responsibilities to their instructor, the pupils paid attention in class to the teacher's explanations. The instructor, on the other hand, provided contextual comments as a teacher's competence in resolving subject concerns throughout the teaching process. This material has specified aims and objectives for the instructor to achieve in the teaching process.

As a result, the instructor provided direct explanation and practice on the wh- questions. The instructor explained the activities in the learning process before they began. The students then select their own speed for completing their assignments in group discussion at their own leisure. According to the students, Ibu Stephanie is a "storehouse of knowledge" that provides them with the information, principles, and ideas they need, thus they approached the instructor whenever they had any questions about the course contents. To learn, many students began to think about course subject in the same way that the instructor did, and the students offered replies based on the teacher's instructions. According to my observations, the students requested that the instructor seek for their friends so that they may have a group discussion on the activities that the teacher had assigned.

The instructor then entrusted to the pupils the responsibility of organizing their group discussion. Even if time estimate in the teaching and learning process was insufficient, the instructor assigned and entrusted the students

with the task of completing their tasks at home. The instructor offered pupils a time estimate for completing their tasks to strengthen their discipline in the learning process. Ibu Sthepanie was regarded by her pupils as a coach who worked closely with them to solve problems in their thinking and behaviour. Students who could not grasp the course content requested the instructor to clarify it to them. Every student who asked or answered questions received praise from the instructor, for example, the teacher applauded the pupils or stated, "very excellent or wonderful response." The instructor supervised the learners in the learning process in order to serve the pupils in the classroom.

Data from English Teacher from southeast Asia, who teaching in the class room, the teacher, took the attendant list of the students, then he asked the students to continued their topics, he explained the material then asked the students to make group discussion in the classroom, the teacher gave time for the students to do the exercises that given by the teacher, and the students discussed it.

After discussing, the teacher asked the students to present their topics discussion for each group, then the other group, gave question to the other group. After group discussing, the teacher explain the material for the students, to make clear the materials, then the teacher gave evaluation to measure, how deepest the student can understand the material.

Types of Teaching Styles

In an attempt to answer the first problem, teaching styles that used by the western English teacher. The analysis of teaching styles that used by the western English teacher was conducted in references (Athony, 2002) type of teaching styles that used by the western English teacher in the classroom.

At the observation, the researcher explains as follow:

The teaching styles that used by the western English teacher consists five styles as follow: (1) Expert (2) formal authority (3) personal model (4) facilitator (5) delegator.

the students' perceptions toward the southwest English teacher styles in teaching that teaching styles that used by the western English teacher can be categorized into two levels namely: high level and moderate level

Type of teaching styles that used by the Southeast Asia English teacher in the classroom as follow:

The five types of teaching styles, the western English teacher used all of them in teaching English. but, most of them have different percentage, in expert teaching style the teacher used seven of eight with the student's perception is 3,837 % it is categorized moderate level. Formal authority, the teacher used seven of eight with the student's perception is 6.075%. it is categorized high level. Personal model consists of eight of eight components with the student's perception is 4.245% it is categorized moderate level. Facilitator consist of eight of eight components with the students' perception is 4.512% it is categorized moderate level. And the last is delegator consist of eight of eight of components that used by the teacher with the students' perception is 4.25% it is categorized high level.

Based on the finding above, the students' perceptions toward the western English teacher styles in teaching that teaching styles that used by the western English teacher can be categorized into two levels namely: moderate level and high level.

Type of teaching styles that used by the Southeast Asia English teacher in the classroom as follow:

Type of teaching styles that used by the western English teacher in the classroom the teaching styles that used by the western English teacher consists five styles as follow: (1) Expert (2) formal authority (3) personal model (4) facilitator (5) delegator.

Each type of teaching styles can be presented as follow: expert is 3.845%. it is categorized into middle level, formal authority is 3.775% , it is categorized low level, personal model is 4.241%, it is categorized moderate level, facilitator is 4.137%, it is categorized moderate level and delegator is 4.216%, it is categorized moderate level.

Based on the data above, it can be found out the different teaching style that used both of them as follow:

Western Styles	Southeast styles
Teacher is the facilitator	Teacher is the authority
Individual is most important	Individual is least important
Group is least important	Group is all important
Students ask questions	Students hesitant to ask
Students are encouraged to do their own thinking	Students learn official answer without question or comment
Student express self and own ideas	Student say what she/he thinks the teacher wants to hear
Group discussion is important mode of instruction	Group discussion is difficult at best
Student assimilates concepts and applies to other situation	Restatement of concepts in learned mode only
Making mistakes is part of learning	Saving face is all important
Excuses tend to be truthful	Excuse given to save face
Student sometimes polite to teacher	Student always polite, respect of authority
Students respect colleagues	Students put down colleagues
Lecture is one of several modes used often least important	Lecture is only mode of instruction
Memorization is least important means of learning	Memorization is most important means of learning
Sometimes does not required text	Always requires a text
Can begin with any concept and in any order in the book	Systematic and sequential treatment of text
Can begin with any concept and in any order in the book	Systematic and sequential treatment of text
Often relies on outside/additional resources	Relies on textbook only
Respect copyright laws	Disregards copy right laws
Students determines own class attendance	Student always comes to class
Students develop discipline.	Students are disciplined.
Students take tests in stride.	Students are test-oriented.

Table 1: Teaching styles

CONCLUSION

Teaching style that used by the western English teacher as follow : Teacher is the facilitator, Individual is most important, Group is least important, Students ask questions, students are encouraged to do their own thinking, students express self and own ideas, group discussion is important mode of instruction, students assimilate concept and applies to other situation, making mistake is part of learning, excuses tend to be truthful, students sometime polite to teacher, students respect colleague, lecturers one of several modes used often least important, memorization is least important means of learning, sometimes does not required text, begin with concept and in any order in the book, relies on outside/additional resources, respect copyright laws, students determines own class attendance, students develop discipline, and students take test in stride.

Teaching style that used by the southeast Asia English teacher as follow: teacher is the authority, individual is least important, group is all important, students hesitant to ask, students learn official answer without question or comment, students say what she/he thinks the teacher wants or comment, group discussion is difficult at best, restatement of concept in learned mode only, saving, face is all important, excuse given save face, students always polite, respect of authority, students put down colleagues, lecturer is only mode of instruction, memorization is most important means of learning, always requires a text, relies on text book, disregard copy right laws, students always comes to class, students are disciplined, students are test –oriented.

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