

EFL UNDERGRADUATE STUDENTS' PERSPECTIVES ON LECTURER'S TEACHING STYLES IN ACADEMIC READING

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Abstract. This research explores students' perspectives on their lecturers' teaching styles in the Academic Reading Course. Utilizing a descriptive qualitative approach through questionnaires and interviews, this research identifies Formal Authority, Personal Model, Facilitator, and Delegator teaching styles employed by the lecturer. Notably, 27 second-year EFL students at Universitas Qomaruddin participated in this research. Through Miles and Huberman model which comprises data reduction, data display, and conclusion, the results showed that most students strongly preferred the *Personal Model* type, which focuses on examples and guidance in teaching methods that significantly enhance their engagement and learning effectiveness. Therefore, this research recommends integrating more diverse, interactive, and student-centered teaching strategies to improve comprehension in the Academic Reading Course.

Keywords: Academic Reading, Teaching Styles, Students' Perspectives

Abstrak. Penelitian ini mengeksplorasi perspektif mahasiswa terhadap gaya mengajar dosen pada matakuliah Academic Reading. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Pengumpulan data dilakukan melalui angket dan wawancara. Penelitian ini mengidentifikasi beberapa gaya mengajar dosen diantaranya *Formal Authority*, *Personal Model*, *Facilitator*, dan *Delegator*. Subjek penelitian sebanyak 27 mahasiswa tahun kedua program studi Pendidikan Bahasa Inggris di Universitas Qomaruddin telah berpartisipasi dalam penelitian ini. Teknis analisis data terdiri dari reduksi data, penyajian data, dan kesimpulan. Hasil penelitian ini menunjukkan bahwa sebagian besar mahasiswa memilih gaya mengajar tipe *Personal Model* yang berfokus pada contoh dan bimbingan pada metode pembelajaran yang secara signifikan dapat meningkatkan keterlibatan dan efektifitas pembelajaran. Oleh karena itu, penelitian ini merekomendasikan untuk mengintegrasikan strategi mengajar yang lebih beragam dan interaktif dengan berpusat pada mahasiswa untuk meningkatkan pemahaman pada matakuliah Academic Reading.

Kata Kunci: Membaca Akademik, Gaya Mengajar, Perspektif Mahasiswa

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INTRODUCTION

Reading is crucial for EFL students, particularly in pursuing higher education. It enables them to access knowledge, think critically, and succeed in higher education (Sibanda et al., 2024). Therefore, reading skills mastery is essential to facilitate students' understanding of diverse subjects and enhance overall language proficiency (Siregar & Harida, 2021). Beyond merely recognizing letters and words, reading involves a complex process where readers

extract meaning from texts, including explicit and implicit messages conveyed by authors (Harmanis, 2018). Moreover, engaging in academic reading requires applying various skills such as questioning, interpreting, synthesizing information, and reflecting on content (Sengupta, 2002) which can lead to frustration among students who may feel unprepared for the rigors of academic reading (Sohail, 2016).

Despite its importance, many EFL students encounter significant challenges in academic reading. While some find the process enjoyable and rewarding, others perceive it as daunting and complex (Siregar & Harida, 2019). Some EFL students often need help with the demands of academic texts due to language complexities and the necessity for advanced critical thinking skills (Anwar & Sailuddin, 2022; Hirano, 2015). Indonesian students also need help comprehending English texts due to limited vocabulary and unfamiliar words, as English is not their first language (Wardani et al., 2024). Numerous other factors contribute to students' challenges in academic reading, including lack of preparation, low motivation, limited time, and underestimating the importance of reading (Maguire et al., 2020).

EFL students in the English Department at the University of Qomaruddin face similar challenges. A study by Alimin et al. (2023) revealed that EFL students at this institution exhibit low interest in academic reading and need more motivation when confronted with lengthy passages, uninteresting topics, and overwhelming assignments. Furthermore, limited vocabulary contributes to their skepticism about their ability to comprehend complex texts. Psychological factors also play a role, such as some students displaying silence and inactivity in class while harboring negative perceptions about their reading abilities. These issues can significantly hinder progress in developing reading skills. Therefore, encouragement from lecturers is essential to help students overcome obstacles and rekindle their enthusiasm for academic reading.

Since reading enhances other skills in developing students' proficiency, it should be prioritized by using effective strategies to aid comprehension and knowledge expansion (Fitriana & Wardani, 2024). However, lecturers' strategies in reading instruction often need to improve in academic reading classrooms. For instance, Siregar (2019) found conventional techniques applied in reading classes, such as having students read from textbooks and answer questions that can lead to monotonous lessons. This approach often results in negative attitudes toward reading and poor performance among students. Thus, many Indonesian EFL students find reading English tedious and challenging, leading to slow progress, limited skills, and avoidance due to frustration and mental barriers (Rochmawati et al., 2022).

The role of lecturers becomes pivotal in facilitating the learning process. Lecturers must cultivate a professional identity that empowers them to help students build self-confidence and employ metacognitive strategies in academic reading (Sulistyawati & Mbato, 2022). Appropriate teaching style shapes students' academic success (Patanathabutr, 2008) and affects their lifelong learning (Erni, 2021). Therefore, lecturers must understand diverse teaching styles to meet their students' varied learning styles and to ensure a successful learning process.

Grasha (1996) identifies five distinct categories of teaching styles. The "Expert" type focuses on sharing in-depth knowledge, encouraging skill development, and preparing students through the lecturer's expertise. The "Formal Authority" type is a teacher-centered approach where instructors control content delivery, provide feedback, set clear objectives, and establish behavioral expectations. The "Personal Model" type is teacher-centered, with instructors demonstrating skills, modeling desired behaviors, adapting to diverse learning needs, and guiding students to learn by observation and imitation. In contrast, the "Facilitator" type represents a student-centered approach where the instructor guides. At the same time, students take responsibility for tasks, fostering independent and collaborative learning through active participation, teamwork, and problem-solving. Lastly, the "Delegator" type is another student-centered approach that empowers students or groups to manage their learning, promoting independence and collaboration on complex projects, with the instructor as a consultant.

Some previous researchers have explored EFL students' perspectives on teaching styles, such as Rauf (2017), who found out the perspectives of students from a university in Makassar, Indonesia, for their lecturer's teaching style as an expert style. Meanwhile, Achmad et al. (2023) discovered the perspectives of students from a university in Banda Aceh, Indonesia, for their lecturer's teaching style as a combination of facilitator, personal model, and expert styles. However, these studies focused on general English courses. They did not delve into the specific context of academic reading. This research aims to fill this gap by examining EFL students' perspectives of their lecturers' teaching styles in the context of an academic reading course at Universitas Qomaruddin Gresik, Indonesia.

METHOD

This research employed a descriptive qualitative method that effectively explores natural phenomena, such as emotions, thoughts, processes, and experiences (Sugiyono, 2017). The research analyzed students' perspectives regarding lecturers' teaching styles in the Academic Reading Course. Data were collected through questionnaires and interviews to understand student experiences and opinions comprehensively. A total of 27 second-year students enrolled

in the Academic Reading Course participated in the study by providing valuable insights into their perceptions. The questionnaire consisted of 35 questions that were adapted from Grasha's (1996) theory of teaching styles. Students responded with "Yes" or "No" to each statement, with the statements for each style arranged sequentially. In addition, data from the interview complemented and enhanced the information obtained through the questionnaire. The results were analyzed and interpreted using qualitative methods by following the Miles and Huberman model, which includes three key steps: data reduction, data display, and conclusion (Purwanti & Wardani, 2024).

RESULTS

Based on the findings from the questionnaire and interviews, the researchers presented the following information. Table 1 presents the students' responses to the items related to the expert teaching style in the questionnaire, summarizing their perspectives on how the lecturers applied this style.

Table 1. Students' perspectives on whether their academic reading lecturer was an expert type

No	Statements	Students Responses	
		Yes	No
1	The lecturer explains the reading materials in detail.	100%	0%
2	The lecturer relies on lectures for about half of the instructional time.	93%	7%
3	The lecturer gives challenging reading assignments.	82%	18%
4	The lecturer broadens students' knowledge by giving additional information about the topic	72%	28%
5	The lecturer always ensures students are well-prepared before starting the lesson.	74%	26%

Table 1 illustrates students' perspectives on their academic reading lecturer's expert teaching style. According to the questionnaire responses, all students (100%) agreed that the lecturer explains reading materials in detail, indicating a strong appreciation for thorough instruction. Additionally, 93% of respondents noted that lectures constitute about half of the instructional time, highlighting the central role of direct teaching in the course structure. The majority also felt that the lecturer assigned challenging tasks (82%), provided supplementary information to broaden their understanding (72%), and ensured students were well-prepared before lessons (74%). These findings suggest that the lecturer aligns well with the expert teaching style, effectively facilitating knowledge acquisition.

However, insights from the interviews revealed more nuanced student opinions. While many students appreciated the detailed explanations and structured approach to lesson introductions, some indicated difficulty keeping pace with the material. Although several students found the complex topics and assignments beneficial for enhancing their vocabulary, others felt these tasks could be more challenging and suggested a need for updated teaching methods to maintain engagement. These findings indicate that although the lecturer predominantly employs an expert teaching style, there are significant areas for improvement to accommodate diverse student needs. One student articulated,

“It is not that we don’t like it, but it would be great to have some new methods. Explaining the lesson is not just important. Maybe the lecture could be done differently to make it more engaging.”

This feedback underscores the necessity for pedagogical adaptations that foster a more dynamic learning environment.

Table 2. Students’ perspectives on whether their academic reading lecturer was a formal authority type

No	Statements	Students Responses	
		Yes	No
6	The lecturer employs ordinary methods in teaching academic reading.	93%	7%
7	The lecturer gives either positive or negative feedback.	89%	11%
8	The lecturer sets high expectations to ensure effective learning outcomes.	96%	4%
9	The lecturer demands that the students meet her expectations.	100%	0%
10	The lecture determines the rules for students’ behaviors.	89%	11%

Table 2 highlights that the Academic Reading lecturer employs a Formal Authority teaching style characterized by structured and rule-driven methods. Most students (93%) agreed that the lecturer utilizes conventional teaching techniques, while 96% believed high expectations are set to ensure effective learning outcomes. All students acknowledged the lecturer’s insistence on adherence to these expectations, and 89% agreed that rules for behavior were established. Additionally, students noted the frequency of feedback provided by the lecturer, with most perceiving it as positive, which motivated and supported their learning process.

Interview responses further revealed that students appreciated the lecturer’s emphasis on clarity and structure. The lecturer often outlined learning objectives and behavioral rules in a learning contract at the course’s beginning, which helped students understand expectations and

prepare effectively for lessons. Students found the positive feedback encouraging, noting that it enhanced their comprehension of the material. However, some students expressed concerns regarding the occasional lack of clarity in certain explanations or disagreed on the effectiveness of specific rules or feedback styles. One student remarked

“The lecturer often gives positive feedback to encourage the students to read more, but sometimes, the explanation is too fast, so I cannot understand what she means.”

This feedback underscores the need to balance maintaining high standards and ensuring all students follow the instructional pace.

Table 3. students' perspectives on whether their academic reading lecturer was a personal model type

No	Statements	Students Responses	
		Yes	No
11	The lecturer provides guidance to students.	85%	15%
12	The lecturer gives clear instructions to the students.	93%	7%
13	The lecturer demonstrates how reading tasks should be completed.	96%	4%
14	The lecturer illustrates the use of various techniques and strategies to comprehend academic reading	82%	18%
15	The lecturer incorporates personal experiences to illustrate reading texts.	93%	7%

Table 3 highlights that the academic reading lecturer strongly aligns with the Personal Model teaching style by emphasizing guidance, clarity, and practical demonstrations. The questionnaire results indicate that 96% of students appreciated the lecturer's demonstrations on completing tasks, while 93% acknowledged the straightforward instructions. Additionally, 93% valued incorporating personal experiences into teaching, which helped contextualize the material. Furthermore, 85% of respondents agreed that the lecturer offered practical guidance, and 82% noted that various techniques and strategies were employed to enhance comprehension.

The interviews provided additional depth to these findings, revealing that students appreciated the lecturer's efforts to repeat instructions and clarify materials to ensure understanding. Many students felt that this guidance was instrumental in helping them avoid mistakes and grasp content more effectively. However, some students expressed concerns about inconsistencies in guidance and demonstrations, with a few suggesting that the lecturer occasionally relied too heavily on references rather than actively engaging with the material. While the lecturer encouraged interaction by asking questions, forming discussion groups, and

fostering active participation, a minority of students felt that such interactions were limited or overly focused on assignments. They desired more engaging activities during group discussions to enhance their learning experience. One student noted,

“There was one time, though... the lecturer assigned us into groups to discuss something. Yeah, we get that discussion is unavoidable, but maybe it could be turned into a game or the more interesting activities.”

This feedback underscores the need for a more dynamic approach to student engagement and interaction in the classroom.

Table 4. Students' perspectives on whether their academic reading lecturer was a facilitator type

No	Statements	Students Responses	
		Yes	No
16	The lecturer creates reading group activities.	82%	8%
17	The lecturer implements methods based on students' learning styles.	78%	22%
18	The lecturer gives reading assignments that involve collaboration between students.	89%	11%
19	The lecturer encourages students to solve reading problems through problem-based learning (PBL).	85%	15%
20	The lecturer designs reading activities to cultivate students' sense of responsibility	67%	33%

Table 4 reveals that students generally appreciate the lecturer's facilitative teaching methods, particularly those that promote collaboration and problem-solving. The data indicates that 89% of students found collaborative reading assignments to be the most positively received strategy, followed closely by 85% favouring problem-based learning to tackle reading challenges. Other well-received activities included creating reading groups (82%) and tailoring methods to accommodate students' learning styles (78%). However, designing activities to cultivate student responsibility garnered the least support, with only 67% approval. This quantitative data underscores the lecturer's efforts to foster interactive and personalized learning experiences.

The interview responses provide further insights, with many students affirming that group activities and collaborative assignments enhanced their engagement and interactivity in learning. These activities facilitated teamwork and helped develop students' critical thinking skills. However, some students noted inconsistencies, such as limited use of group work or active engagement strategies throughout the course. While several respondents valued the problem-solving activities led by the lecturer, others felt that their specific reading challenges

were not adequately addressed. This response suggests that although the lecturer employs a facilitative teaching style that resonates with most students, there remains an opportunity to enhance consistency and responsiveness to diverse student needs. As one student remarked,

“The lecturer also helps solve problems among students with different opinions; she can mediate and resolve them effectively.”

This feedback highlights the importance of maintaining an adaptive teaching approach that meets all students' requirements.

Table 5. Students' perspectives on whether their academic reading lecturer was a delegator type

No	Statements	Students Responses	
		Yes	No
21	The lecturer gives students the responsibility to do reading assignments individually.	93%	7%
22	The lecturer carries out reading activities that can train students' independence.	93%	7%
23	The lecturer creates reading activities based on direct experiences.	89%	11%
24	The lecturer assigns reading projects to students through Project Based Learning (PjBL).	96%	4%
25	The lecturer allows students to choose alternative methods to complete reading projects.	72%	28%

Table 5 illustrates student responses that emphasize students' positive reception of their lecturer's delegator-style teaching strategies, which focus on autonomy and experiential learning. Project-Based Learning (PBL) emerged as the most favored approach, with 96% of students supporting reading projects assigned through this method. Similarly, 93% of students appreciated strategies encouraging independence, such as individual responsibility for assignments and reading activities promoting self-reliance. Additionally, 89% endorsed creating activities based on direct experiences, while allowing alternative methods for completing projects received lower yet still significant support at 72%. The quantitative data reflects strong student approval for teaching strategies that foster independence and critical thinking.

Interviews further revealed that students valued individual assignments for fostering responsibility, critical thinking, and independence. Many expressed appreciation for the lecturer's guidance and advice during assignments, which helped them avoid mistakes and enhance their creativity and comprehension. However, some students voiced dissatisfaction, noting that the lecturer rarely responded to their queries or provided equal opportunities for all participants. A few students felt that the lecturer needed to focus more on training them to be

independent learners. These responses suggest that while the delegator teaching style is widely appreciated, greater consistency in providing guidance and ensuring equitable participation could enhance its effectiveness. As one student pointed out

“The lecturer only focuses on students who are often active during the lesson; it is better to pay more attention to the other students personally, not just focus on the same students. For example, if someone keeps answering, they are the ones who keep getting called on. Meanwhile, the students in the back row who keep silent remain disengaged. It ends up focusing only on those in the front row.”

This feedback underscores the need for a more inclusive approach to engagement that addresses the diverse needs of all students in the classroom.

Based on the results mentioned earlier, students acknowledged that the lecturer incorporated elements of multiple teaching styles in the Academic Reading Course. The lecturer combined aspects of *Formal Authority*, *Personal Model*, *Facilitator*, and *Delegator* type. This result suggests that the lecturer employed a diverse teaching style to cater to different learning needs, blending structure, guidance, collaboration, and independence to enhance students' academic reading skills. Most students felt that this multifaceted approach positively contributed to their learning experience. This blend of teaching strategies addressed diverse learning preferences and enhanced student engagement and comprehension in academic reading.

Recognizing that individual educators may exhibit a blend of these teaching styles, Grasha (1996) has grouped them into four clusters. Cluster 1 combines the Expert and Formal Authority styles. This approach involves a lecture-based classroom where the instructor presents information, and students focus on receiving it. Cluster 2 merges the Personal Model with Expert and Formal Authority styles, A teacher-centered approach that emphasizes modeling and demonstration, encouraging students to observe both the learning process and the content. Cluster 3 integrates Facilitator, Personal Model, and Expert styles, promoting active student engagement through collaborative activities and problem-solving situations designed by the lecturer. Finally, Cluster 4, which includes Delegators, Facilitators, and Experts, places significant responsibility on students to complete complex tasks under the lecturer's guidance. This classification underscores the importance of tailoring teaching approaches to enhance student learning outcomes effectively. By recognizing the diverse needs of learners, lecturers can adopt a more flexible teaching style that incorporates elements from multiple clusters, fostering a more engaging and effective learning environment.

To further explore the clustering of teaching styles, the researchers included specific statements in the questionnaire designed to assess students' perceptions of their lecturer's

approach. The results of this analysis can be seen in Table 7 below. This table categorizes student responses according to the identified clusters of teaching styles to provide insights into how students perceive the effectiveness and applicability of each style in their learning experience. By analyzing these responses, the study aims to highlight the strengths and areas for improvement within the lecturer's teaching methods, ultimately contributing to a more tailored educational approach that meets diverse student needs.

Table 7. Analysis of classification of lecturer's teaching style

Cluster	Statements	Students Responses	
		Yes	No
1	The lecturer only presents the learning materials without providing any other methods.	25%	75%
	The students only received information that the lecturer gave without having any chance to express their opinion on the topic.	7%	93%
2	The way the lecturer demonstrates how and what to do to master the reading text can be easily understood by the students.	82%	18%
	The lecturer gives good examples as the role model.	100%	0%
	The lecturer encourages the students to study the learning materials before the lesson starts.	89%	11%
3	The lecturer gives students the freedom to practice learning materials.	85%	15%
	The lecturer gives students a chance to do social interaction.	89%	11%
	The lecturer gives the students the chance to solve the problem by themselves.	89%	11%
4	The lecturer gives a lot of tasks to students.	67%	33%
	The tasks from the lecturer are complicated.	78%	22%

The results from Table 7 highlight students' feedback on the lecturer's teaching methods across four distinct clusters. *Cluster 1*, which reflects a traditional lecture-based approach, received minimal support, with only 25% of students agreeing that the lecturer primarily presented materials without employing diverse methods and 7% agreeing that they were passive recipients of information. However, interviews suggested mixed experiences, with some students appreciating the lecturer's explanations and examples, while others felt the teaching methods lacked variety and engagement, leading to boredom. Students emphasized the need for more diverse and interactive approaches.

"The lecturer is quite good at teaching, but how should I put it? It may need more new methods, so it often feels boring. It's like we just read, then get asked to read one by one, then discuss and exchange opinions—it is always like that, so it feels monotonous."

Cluster 2, which focuses on a demonstration-based teaching style, garnered significant positive feedback. A large majority (82%) agreed that the lecturer's demonstrations were clear, while 100% regarded the lecturer as a role model. The interviews further revealed that students valued demonstrations for better comprehension and appreciated the lecturer's detailed explanations, corrections, and encouragement. However, some students noted challenges such as fast-paced delivery and insufficient demonstrations, leading to occasional confusion.

"The lecturer should create new strategies or teaching methods that are more engaging, which would be great. Maybe incorporating games—it might sound childish, but as university students, we sometimes need something refreshing so it does not get boring"

Cluster 3, which emphasizes active student engagement, showed strong approval for encouraging freedom in practicing materials (85%) and fostering social interaction and problem-solving (89%). Interviews indicated that students appreciated opportunities for collaboration and discussion, which helped them develop critical thinking and reading habits. However, some students felt restricted by structured schedules or needed more opportunities for social interaction and problem-solving. The interviews also highlighted that students valued the lecturer's efforts to promote independent learning and self-solution of problems.

"In my opinion, the teaching is already good. The lecturer has implemented methods like discussions, allowing students to express their opinions and develop critical thinking"

Cluster 4, which deals with task-related aspects, revealed that 67% of students agreed that the lecturer assigned many tasks, and 78% found the tasks complex. At the same time, interviews confirmed that assignments aimed to enhance understanding; some students felt burdened by their difficulty due to vocabulary limitations and unclear explanations. Conversely, other students appreciated the tasks as a way to develop responsibility and improve scores. Opinions varied regarding the balance between task difficulty and accessibility.

"We have also been asked to do presentations in English about what we have read. It is difficult for those with a limited vocabulary, but we appreciate it as a way to cultivate our discipline and responsibility."

Overall, most students viewed the teaching approach in the Academic Reading Course as a blend of *Cluster 2*, *Cluster 3*, and *Cluster 4* strategies. They appreciated the lecturer's clarity in demonstrating efforts to encourage independence, critical thinking, social interaction, group discussions, and self-directed learning. However, challenges remained regarding task complexity and the need for more precise guidance. Ultimately, the lecturer's style effectively combined elements of formal authority, facilitator, and delegator teaching styles.

In addition, the interview results revealed that most students enjoyed reading English texts, especially during their free time, though their interest depended on the type of text. They appreciated the lecturer's way of delivering clear and helpful but noted that monotonous teaching methods sometimes caused boredom. Commonly used techniques, such as PowerPoint presentations, textbooks, discussions, and group assignments, were generally well-received, though some students struggled with fast-paced and unclear explanations. Students favoured the personal model teaching style for its guidance, clear examples, and interactive approach, which improved their understanding and engagement. They desired more innovative, engaging methods and clearer, slower-paced explanations to enhance the learning experience. In summary, while students generally appreciated the lecturer's efforts and teaching approaches in the Critical Reading course, they identified areas for improvement, particularly in creating more engaging and interactive sessions and addressing challenges in pacing and clarity.

DISCUSSION

This research aimed to explore EFL students' perspectives on their lecturers' teaching styles in the Academic Reading Course at Universitas Qomaruddin Gresik, Indonesia. The findings revealed that the lecturer utilized a combination of *Formal Authority*, *Personal Model*, *Facilitator*, and *Delegator* teaching styles. These results partially align with Rauf's (2017) study at the Muhammadiyah University of Makassar which identified multiple teaching styles but primarily noted the *Formal Authority* and *Facilitator* types. The differences in the teaching styles observed in this research highlight the importance of context and institutional culture in shaping pedagogical approaches.

Based on the questionnaire and interview results, the research implicitly showed that most students preferred the *Personal Model Teaching Style* for their Academic Reading Course. They expressed challenges in comprehending materials when explanations lacked clear examples, guidance, and practical demonstrations. Therefore, the students favored the *Personal Model* type for its ability to make learning more accessible and address reading skill difficulties, such as language barriers, complex topics, and overcoming negative expectations (Harmer, 2015). This preference contrasts with Nofita's (2020) study, which reported that students in a speaking class preferred the *Formal Authority Teaching Style*. However, it closely aligns with a study from Achmad et al. (2023), where students from various universities in Banda Aceh favored a combination of the *Facilitator*, *Personal Model*, and *Expert* styles for

teaching English. The results emphasize students' expectations for a more engaging, supportive, and example-driven teaching approach in future Academic Reading courses.

Furthermore, the results suggest that while a structured environment is beneficial for setting clear expectations and providing foundational knowledge, there is a critical need for flexibility in teaching methods to foster student engagement and motivation. In conclusion, this study contributes to the growing literature on effective teaching practices in EFL contexts by highlighting the importance of understanding student preferences for teaching styles. By aligning instructional methods with these preferences, educators can create more effective learning environments that improve academic outcomes and foster a positive attitude toward reading among EFL students.

CONCLUSION

Based on the findings and discussions, the researcher concludes that the lecturer's teaching style in the Academic Reading course incorporated various teaching styles, primarily categorized into Formal Authority, Personal Model, and Facilitator. Most students strongly preferred the Personal Model teaching style due to its provision of clear guidance, practical demonstrations, and relatable examples, which facilitated their understanding of complex materials. In contrast, the Expert style was less favoured in this context. Students emphasized the need for more structured guidance and illustrative examples to support their learning effectively, particularly in overcoming language barriers and negative expectations regarding reading skills. Students voiced expectations for a more engaging and supportive teaching approach in future courses. They expected to see improvements in instructional methods that prioritize clarity, interactivity, and practical demonstrations to enhance their learning experiences in Academic Reading courses. Adapting these methods based on student feedback will be crucial for fostering a more effective educational environment.

RECOMMENDATIONS

To enhance the Academic Reading course, the lecturer should prioritize the Personal Model type by providing clear guidance, practical demonstrations, and relevant examples to improve comprehension. Diversifying teaching methods with interactive activities and ensuring precise, paced explanations will foster greater engagement and critical thinking. Additionally, incorporating elements of the Delegator type through guided independent projects can help students develop autonomy while addressing vocabulary challenges. Regular

feedback and ongoing professional development in innovative teaching strategies will align with students' expectations and needs.

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