

# The authoritative style as art of teaching to increase EFL student's interest

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## ABSTRACT

Teachers or prospective teachers in the current covid-19 outbreak must be able to face all the changes that occur in the world of education. These changes of course have an impact on students' learning processes, especially their interests. In addition, a weak interest in learning can also invent bad characters in their learning activities. They often ignore the teacher in class, do not do assignments, and make mischief during the learning process. Seeing these conditions, this research is proposed to determine the effect of using an authoritative teaching style in the classroom to increase students' interest in learning English at a vocational high school in Jakarta. The method used in this research is a pre-experimental design with a total sample of 27 students. The instruments used in this research were pre-test and post-test by following the test requirements analysis of the normality test with paired sample analysis. Then supported by a questionnaire given to the experimental class. The results showed that there was a significant influence of authoritative teaching style which was able to increase interest in learning English in multimedia class XI students at SMK Muhammadiyah 15 Jakarta in the 2021/2022 academic year.

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## 1. Introduction

English in today's global era is a skill that must be possessed by everyone. With the hope that we as the people of Indonesia can continue to follow the development of the world from all fields. However, data from the last four years based on (EF EPI, 2021) states that Indonesia is ranked 80th out of 112 countries with a low category in the level of English proficiency index. Meanwhile, for the level of English proficiency from the city side, there are three cities recorded in the EPI 2021 data, namely with a score of Surabaya 522, Bandung City 512, and Jakarta 506. In fact, learning English in Indonesia has started from the lowest level of education to the education high level.

Besides that, at the beginning of 2020, the world was shocked by a deadly virus called Corona virus Disease 2019 (COVID-19), including Indonesia, which was infected with this virus, some of which even resulted in fatalities. The spread of the corona virus has changed all human activities, including in the world of education. According to Education Minister Circular No. 4 of 2020, Indonesia has been conducting teaching activities at home or through remote systems (online) for almost two years. Distance learning has positive and negative effects in different ways. Initially,

online was popular because it was the single best option for preventing the spread of the COVID-19 virus and developing technology in education. On the other hand, learning from home has several disadvantages, including boredom, decreased motivation, and rising electricity bills. Internet quotas (Nurhasanah and Sobandi, 2016). student. This can lead to boredom. As a result, students' learning interest and motivation decline (Flora Siagian, 2015).

Based on observations made by researchers at a vocational high school in Jakarta, there are several other negative impacts felt from this change, especially for English subjects. during distance learning in the last two years, not all students have adequate facilities to continue learning. Students who take certain Skills Programs, will usually tend to learn things that are linear with their Skills Program because English lessons at this school are not a productive type of subject. So that students do not focus on achieving success in the English lessons that have been set. Whereas at the secondary level (junior high school, high school, and equivalent vocational school), English has become a compulsory subject for students. This is as stated in the Appendix to the Regulation of the Minister of Education and Culture Number 70 of 2013, in the 2013 Curriculum currently enforced in Indonesia, English subjects at the Vocational High School (SMK) level are categorized in the Compulsory Subject Group with an allocation of 2 hours per week. This is in accordance with the need for English in the world of work which has a very high value to remain competitive. In addition, the impact of changes that cause weak student interest in learning can also invent bad characters in the student learning process. Students no longer care about the importance of learning, they often ignore the teacher in class, rarely do assignments, and make mischief during the learning process. As stated by (Siregar et al., 2020) that learning English using the new curriculum, namely the 2013 curriculum, only about 7% of students are prepared to take part in learning, while the rest ignore it.

This will certainly affect the quality of vocational high school graduates, where vocational high schools are one of the education sectors in Indonesia that make a major contribution to the number of the workforce in Indonesia, they are required to be able to play their role in narrowing the gap with the demands of the world of work. This is where the world of work demands the ability to communicate in English which has always been a mandatory requirement for everyone who wants to get a better job. However, the quality of these graduates in Indonesia is still very low, as quoted from (Perdana, 2019) most of the existing workforce is not well educated, only 60.2% have completed junior high school and below. Thus, only 39.8% of the workforce has a postgraduate education level of SMA/SMK, academy/diploma, or college.

As the previous research conducted by (Astika et al., 2020) in finding out how the English teacher's learning strategy in increasing student interest in learning has not been effective, because the teacher's learning interaction style is only for students who seem to pay attention and understand the material. without controlling the understanding of other students. Therefore, researchers are interested in using an authoritative style in teaching English to increase the interest of EFL students. and also like the research conducted (Sriekaningsih et al., 2019) in looking at the Personality Competence of Teachers in Increasing Interest in Learning Christian Religious Education in Class XI.1 SMA Negeri 1 Palangka Raya has positive results, so researchers are interested in using methods that different and also in different samples and subjects, namely English in the eleventh grade at SMK Muhammadiyah 15 Jakarta.

Therefore, to achieve a successful learning process, it is necessary to teach teachers in classroom management and a good approach. Teachers need to know various methods or ways of teaching and the right approach to meet the needs of their students in learning according to existing conditions. Based on the problems described earlier, the researchers are interested in conducting research on teacher pedagogic competence, namely the teaching style of teachers using an authoritative style that will be studied to increase students' interest in learning English in vocational high schools, by answering several research questions such as can style authoritative as an art of teaching to increase the interest of EFL students? And how to use authoritative teaching style in increasing the interest of EFL students? Thus, the aim of this research was to determine whether using an authoritative teaching style in the classroom can increase students' interest in learning English and to find an effective way to implement an authoritative teaching style in the classroom in a vocational high school. for the contribution given in this research to develop and become a reference for teacher teaching styles using Authoritative, especially for English language teachers.

## Interest in learning

Interest, according to the Cambridge dictionary is the feeling of wanting to give your attention to something or wanting to get involved and discover more about something. And the word interest in the APA (American Psychological Association) dictionary can also be interpreted as an attitude characterized by a need or desire to pay selective attention to something significant to the individual, such as an activity, goal, or field of research.

Another understanding that is in line with the notion of interest according to (WS Winkel, 1989) in the book *Psychology of Teaching* defines, "interest is the tendency of a subject to feel interested in a particular field of research or subject and feel happy to learn the material". Tri Saswandi, 2014) Interested students get attention, enjoyment, and satisfaction from something. Interest increases when they are stimulated from the outside world and find pleasure in something. This feeling comes from the environment or the object of interest. It can be seen that in order to successfully carry out teaching and learning activities, teachers must be able to stimulate students' interest in participating in the learning process.

Interest in learning can be measured through 4 indicators as quoted from (Nurhasanah & Sobandi, 2016) namely interest in learning, attention in learning, motivation to learn and knowledge. Interest in learning is defined if someone who is interested in the lesson will have feelings of interest in the lesson. He will research hard and continue to understand all the knowledge related to the field, he will follow the lessons enthusiastically and without any burden on him.

## Art of teaching

According to Gilbert Highet's art of teaching (Highet, 1989) he wrote that, Teaching is not like a chemical reaction. It's like drawing a picture or making music or a lower level, like planting a garden or writing a friendly letter. You have to put your mind to it, you have to understand that not everything can be done officially, otherwise you will do your job, your students and you will ruin it.

So, A good teacher can identify and understand students' strengths and weaknesses. Good teachers who share experiences allow students to see things from a different perspective, which helps them solve future problems. Based on evidence from (Haider & Jalal, 2018), good teaching includes mastering the teacher's subject knowledge, explaining concepts clearly, maintaining fun and humor in teaching, and providing real-life examples that connect lessons to students' lives stand up. Therefore, teachers must be able to teach in the most engaging way to achieve learning goals related to the times and needs of current students or new existing policies.

## Authoritative teaching style

Baumrind (1991) derived a quartet of parenting styles from the dimensions of control/demand (control) and warmth/responsiveness (warmth). In the authoritarian style (high control/low warmth), parents place more emphasis on obedience and discipline. In the authoritative type (highly controlling and warm), the parent sets the rules but is willing to explain the reasons for the rules and be open to discussion. from (Baumrind, 1971) found authoritative parenting predicts the most positive outcomes, in both psychological and academic domains. In longitudinal work after adolescence, Baumrind (1991) found that those with consistently authoritative parents were the most intrinsically motivated and successful in school.

Recently, a growing body of research (Hughes, 2002) has emphasized the importance of the authoritative teacher in positive teacher student relationships and Baumrind's authoritative parenting style has been adapted to teaching style. Authoritative teachers work to build relationships of warmth, acceptance and openness; they establish high standards and have high expectations of socially responsible behavior; they enforce rules and standards in a firm and consistent manner while using reprimands and punitive strategies when necessary; and they promote autonomy by encouraging the student's participation in decisions about his/her behaviors (Hughes, 2002)

Excerpted from (Ertesvåg, 2011) Regarding the formulation of measures to study authoritative teaching, it is understood as the construction of two dimensions of warmth and control. Factor structure and invariance measures were investigated using confirmatory factor analysis (CFA) and structural equation modeling (SEM). Overall, the results show that the 2D authoritative training model satisfies the psychometric properties of longitudinal measurement invariance and ensures that the same concepts are measured over time.

## Classroom Management using The Authoritative Teaching Style

A teacher's instructional leadership style can be described in two ways (Baumrind, 1971): the type of control over students and the degree of teacher-student interaction. The extremes of these two dimensions make student-teacher management easy to identify. Control can take classroom management from a high-level management where teachers explicitly “make laws” and enforce them strictly to a low-level management where teachers have no rules and expectations for students. Engagement can also range from high to low. High engagement is characteristic of teachers who truly care about their students, such as students who enjoy being with their students and want to see their students do their best. On the other hand, low engagement indicates a lack of attention and interest from students. A teacher's classroom management style is easily identified by the level of control and involvement.

The authoritative classroom management style is high control and high involvement. This means that teachers with an authoritative style value discipline and order while also assessing students' connections and learning more about their lives, hobbies, or interests. The authoritative classroom management style is a balance of teacher control and student involvement. In this style of class, students are not only encouraged to participate and collaborate but also follow the rules. Structure exists but does not overtake student autonomy. As quoted from (Haider & Jalal, 2018) A good teacher is someone who invents a comprehensive environment and provides opportunities for students' perspectives, thoughts, and opinions. The flexibility of nature and teaching methods can promote student creativity and innovation.

An authoritative teacher cares about his students inside and outside the classroom. As quoted from (Torff & Kimmons, 2021) “Academic work improves when students sense the teacher cares about them.” The results of students in this class are positive. Students are not afraid to contribute and take risks. Therefore, students develop and show growth in all areas.

An authoritative teacher is passionate about his students because he understands the challenges of talent. Most of the time it's students who are contradicting themselves, and overexcited and perfectionistic tendencies can easily lead children to become their own harshest critics. A student's best job is to play to their strengths while challenging their areas of growth. When teachers build real relationships with their students, they know what that degree of work is like, and they know it doesn't always come in the form of a paper or data sheet.

And how to teach teachers authoritative English teaching methods will of course play a big role, because learning English can not only be mastered through theory, but also through habits. Habituation starts with how teachers make students comfortable with teaching in a way that is easy to accept as described earlier.

### How to teach EFL using authoritative style

A good teacher can recognize and understand the strengths and weaknesses of a student. A good teacher who shares his experiences can help students see things from a different perspective and solve their future problems (Haider & Jalal, 2018). Teaches, supports and is responsive to students but stays firm. In this teaching, the teacher will shape the child's attitude by carrying out the rules and discussing to exchange ideas. Teachers value student input and feedback on how they feel about the learning environment and the ideas they can incorporate to make it better.

However, to date, there has been no significant research explaining how to become an authoritative-style teacher. Because authority itself is formed by the teacher's personal behavior and is the basis of educational style. Quoted in (Dever & Karabenick, 2011) "Because of the relationship between parenting style and academic performance, some researchers have begun to use the same framing style and academic performance that some seekers start with Grades use the same framework in applying the classroom, see how different seekers start to apply the same framework to the classroom, see how different teaching styles predict student success at work, see how different teaching in the classroom How styles predict student success in school. Applied to school settings, teaching styles can predict student success in school."

The researcher has several points that might be used as teacher has references by the researcher when giving treatment to the object of his research:

1. Make a clear and firm agreement with the students at the beginning of the meeting. Excerpted from (Torff & Kimmons, 2021) The best classrooms have rules and routines that are clearly stated and consistently enforced, and are also explained by (Lee & Kim, 2019) Teacher A succeeded in efforts to obtain approval from his students by making efforts to help students have fun and explain scientific knowledge more easily. Although they thought Teacher A was a scary teacher, students also found him to be an interesting and able science teacher. Students are continuously engaged in the discourse.
2. Be a listener and friend to them. This can be done by finding their interests, such as games they like, hobbies, movies, etc. as quoted from (Haider & Jalal, 2018) "Listening with patience to students is an art. A good listening skill of a teacher can strengthen students-teacher attachment." That way, there will be a sense where students are comfortable and interested, because in learning in an authoritative class, the focus of learning is not only from teachers who can provide knowledge, but students are also expected to be active as learning resources, or what we usually known as the student center. A good teacher is someone who invents a comprehensive environment and provides opportunities for students' perspectives, ideas and opinions. The plasticity of nature and teaching methods can promote student creativity and innovation.
3. Using class management that is creative and not monotonous. (Eckerson, 2006) The classroom management techniques of peace and fairness are often overlooked, but they can be crucial to effective teaching. These are not techniques that require training, but again, simply awareness. The specific teaching skills of creativity and challenge are associated more with the types of materials and activities, and their level and appropriateness.
4. Have a high level of caring academically and personally. Because with caring relationships with students that are effective will produce good results as well. As quoted (Haider & Jalal, 2018) Some of the characteristics of a good teacher are: open-mindedness, humor, willingness to share a "personal side," concern to students, and classroom spontaneity. They can personally help and motivate students when they encounter issues that affect their process as teachers.
5. master the material and deliver the material in a fun way. Maybe it can be done by playing games, discussing the latest trends and attaching learning materials, or just doing entertainment at the beginning or end of every class meeting. As quoted from (Eckerson, 2006) "the most crucial factors in effective teaching are who the teacher is and how he acts in the classroom. This influences the way the students react toward the target language and, therefore, their success in learning."

## 2. Method

This research is a quantitative approach research with pre-Experimental method. This research was conducted while the researcher did an internship program for approximately four months from November 2021 to February 2022 at SMK Muhammadiyah 15 Jakarta, so that researchers could make direct field observations of the problems that became the main topic of research. The independent variable in this research is the authoritative teaching style, while the dependent variable is the learning interest of EFL students. The population in this research were students of class XI Multimedia SMK Muhammadiyah 15 Jakarta in the academic year 2021/2022. In total there are two classes of XI in this school with different majors in each grade. Therefore, the determination of the sample did not use a random technique but using an incidental sample. Thus, class XI Multimedia was chosen as the sample of this research. The number of students in class XI Multimedia is 27 students.

Then, the pre-experimental research procedure used a one group pretest and post-test design as a data collection instrument in the form of a rating scale model questionnaire. The procedure in this research is described as follows:

1. Organizing a pre-test (Y1) which aims to measure student achievement in learning English before being taught in an authoritative style.
2. Applying experimental treatment of teaching English with Authoritative (X) style.
3. The implementation of post-test (Y2) which aims to measure students' learning achievement in English after being taught in an authoritative style.

Table 1. The Illustration of Research Design

Pre-test	Independent variable	Post-test
Y1	X	Y2

X : Authoritative teaching

Y1 : students' interest on learning English before being taught with Authoritative style

Y2 : students' interest on English learning after being taught with Authoritative style

Before conducting the research by implementing the authoritative style the students were given the pre-test to measure their interest. After finishing the teaching learning proses, the researchers conduct the post-test.

The questionnaire was distributed in a google form which consists of five main aspects. The five aspects are (1) students' point of view on English subjects, (2) students' readiness for English subjects, (3) students' interest / interest in English subjects, (4) students' views on the teacher's teaching style, (5) Students' understanding of the English subject matter delivered by the teacher. The variations in frequency are strongly disagree, disagree, neutral, agree and strongly agree on the scale of 1 to 5, The questionnaire was adapted from (Sukoharjo et al., 2021), (Torff & Kimmons, 2021) and (Torff et al., 2020) based on the conditions and characteristics of the research sample so that a new instrument is formed.

Furthermore, the data were analyzed using Microsoft Excel and SPSS software. After the respondents' responses were scored according to the provisions presented in the data collection procedure section, the researcher used the analysis technique of the test requirements using the Normality test with Kolmogorov-Smirnov and paired tests. according to (Kadir, 2010) Normality test aims to research whether the distribution of the selected sample comes from a normal or abnormal population distribution. Then, for testing the normality of the data from this research, the researcher used the Kolmogorov-Smirnov test, with the formulation of the hypothesis. Then, for knowing the differences of pre-test and post-test is successful or not before the use of authoritative style in class XI multimedia and after the use of authoritative style in the teaching and learning process towards their interests' researchers was used paired test.

### 3. Findings and Discussion

Based on the results of the questionnaire on the interests of EFL students which the researchers distributed to class XI students of SMK Muhammadiyah 15 Jakarta, the results were obtained as explained in the table below:

Table 2. Descriptive Statistic

	Descriptive Statistics					
	N	Min	Max	Sum	mean	Std. Deviation
Pre-test	27	41	66	1413	52.33	5.771
Pro-test	27	50	80	1642	60.81	7.525
Valid N (listwise)	27					

Based on the statistical descriptive table above, it can be stated that there are 27 respondents involved in this EFL student interest research, with a minimum score of 41 in the pre-test and 50 in the posttest. In addition, the data has the highest score of 66 on the pre-test and 80 on the post-test. With the average value at the pretest 52.33 & post-test 60.81. The above data also explains the standard deviation of the pre-test & post-test population samples of 5.771 and 7.525.

Furthermore, the sample distribution test got the results as shown in the table below:

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
<i>Unstandardized Residual</i>		
N		27
Normal	mean	.0000000
Parameters <sup>a,b</sup>	Std. Deviation	5.42971007
Most Extreme Differences	Absolute	.139
	Positive	.139
	negative	-.083
Test Statistics		.139
asympt. Sig. (2-tailed)		.195 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the normality test, the researcher used the Kolmogorov-Smirnov condition with a total of 27 respondents, with the test results knowing a significance value of  $0.195 \geq 0.05$ , it can be concluded that the residual value is normally distributed.

After the data is distributed, the data is analyzed using paired samples with one sample group producing words as follows:

Table 4. Paired Sample Statistics

		Paired Sample Statistics			
		<i>Mean</i>	<i>N</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Pair 1	Pre-test	52.33	27	5.771	1.111
	Post-test	60.81	27	7.525	1.448

the average result of the interest questionnaire before using the authoritative style in the English lesson with 27 participant was 52.33 and after using the authoritative style in the English lesson. = 60.81.

Table 5. Paired Sample Correlations

		Paired Samples Correlations		
		<i>N</i>	<i>Correlation</i>	<i>Sig.</i>
Pair 1	Pre-test & Pro-test	27	.339	.084

Based on the calculation results of the influence of authoritative teaching style with the interest of EFL students using paired analysis can be seen in the following table

Table 6. Paired Sample Test

		Paired Samples Test							
		<i>Paired Differences</i>					<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
					<i>Lower</i>	<i>Upper</i>			
Pair 1	Pre-test & Post-test	-8.481	7.778	1.497	-11.558	-5.405	-5.666	26	.000

Furthermore, to calculate the results of the sample data  $t_{count} = -5,666$   $df = 26$  and  $p\text{-value} = 0.000 < 0.05$ , which means there is a significant difference in the results of the interest questionnaire before and after using the authoritative style in English lessons. So, it can be said that there is a significant effect on the difference in the treatment given.

#### 4. Conclusion

In this research, the increasing interest of EFL students using the authoritative style in Jakarta was studied. The results showed that there was a significant influence of authoritative teaching style which was able to increase interest in learning English in multimedia class XI students at SMK Muhammadiyah 15 Jakarta in the 2021/2022 academic year. Furthermore, a series of teaching activities is used as an effective way to apply authoritative teaching style in classrooms in vocational high schools so that students' interest increases.

The main point in this research is how teachers can attract students' attention and focus not only academically but also by building deep relationships. Because a good teacher is a teacher who invents an inclusive environment and provides occasion for students' views, ideas, and opinions. So that teachers can provide proper control during the learning process with students who feel happy in participating in learning, especially in learning foreign languages.

However, this research still has several weaknesses, such as the sample used is still too small, so the results obtained may produce differences if tested on different types of samples. Furthermore, the data collection method only uses questionnaire data. The variables used in this research do not represent all the factors that influence interest in learning English in vocational high school students.

Considering the pandemic period in the last two years which greatly affected students' learning interest in the importance of learning, especially English, it became very worrying, especially for vocational high school students as one of the education sectors in Indonesia which made a major contribution to the number of the workforce in Indonesia, so it must become an issue which should be paid more attention.

Some of the alternative solutions for solving this educational problem, among others, are that teachers are encouraged to be able and willing to look for references in teaching styles if they encounter the character of students who have a low level of interest. Do not only focus on learning objectives but teachers must also be able to understand students' needs for motivation and interest in developing their character as well as their education. In addition, content analysis of various studies that have examined the teaching styles of effective teachers in Indonesia also needs to be carried out to see the extent to which these studies contribute to applicable solutions in overcoming the problems of student interest in learning, especially in EFL learning.

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