AN ANALYSIS OF ENGLISH LECTURERS' TEACHING STYLE IN NON ENGLISH CLASS AT STAIN CURUP

THESIS

This thesis is submitted to fullfill the requirement for " Sarjana" degree in English Education

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Hal : Pengajuan Skripsi

Kepada

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Di

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Assalamu'alaikum wr. wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari Elly Rosita NIM. 12551048 mahasiswi STAIN Curup Prodi Pendidikan Bahasa Inggris yang berjudul : " **An Analysis Of Teachers Teaching Style In non English Class At STAIN Curup** " sudah dapat diajukan dalam sidang munaqasyah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup. Demikian permohonan ini kami ajukan, terima kasih.

Wassalamu'alaikum wr. wb.

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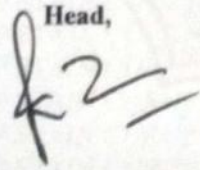|		
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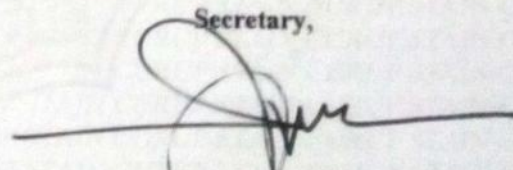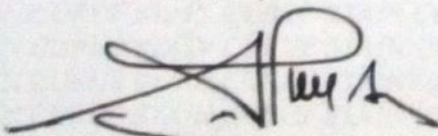**NIP. 19711211 1999 03 1 004**

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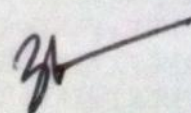**NIP. 19780224 200212 2 002**

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Curup,   Januari 2018
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Motto

"Success needs a process"

Better to feel how hard education is at this time rather than fell the bitterness of stupidity, later.

Dedication

For this happines, I completely dedicated this thesis to those who make my life meaningful, for the best people I ever had in this world.

- My beloved father (Mr.Bastomi) my love for you is beyond measurement, you are the part of my life, and I will love you every moment.

- My beautiful mom (Mrs.Husni), I would like to say the deepest thanks in giving me support and strength in my good and bad time. Words can't express how much I love you.

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ABSTRACT

This thesis focused on the lecturers' teaching style. The researcher employed qualitative method. The subject of the research were seven English lecturers who teach in non English class at STAIN Curup. The researcher was interested to investigate and describe their teaching style. Considering the research questions, the observation and interview were the right methods to help the researcher collected the data. The subject was interviewed by using semi-structured interview. Moreover, in the interview process the researcher attempts to achieve a holistic understanding of the interviewees' point of view or situation. This research used interview guidance and checklist for the instruments of data collection. After collecting the data, the researcher analyzed them to obtain the finding. The process of data analysis was started from data managing, Reading, Description, Classifying, and interpreting. The results showed all the English lecturers used facilitator teaching style and they rarely used formal authority teaching style in teaching English. Finally, regarding to the obtained of the data, it will be better to implement teaching styles in order to make the students feel comfortable and to raise their motivation in learning English.

Keyword: Teaching Style

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CHAPTER 1

INTRODUCTION

A. Background

Teaching English is a serious problem which needs to be improved in order to prepare students to master English. The successful of teaching English will depend on how the teachers use their roles in the classroom. The roles of teacher are as a controller, assesor, organizer, prompter, perticipant, resource, coordinator, instructor, manager, entertainer and discipliner.[1] Teacher is a person who provides education for students. Teachers are very important aspect that determine or influence the success of teaching and learning process. the teacher must be creative to choose and expand standard material. The teacher must be professional to create students competence according their charateristics. Based on educations No. 14/2005 chapter IV and section 10 states that teacher must have four competencies, they are pedagogic competece, personality competence, professional competence and social competence.[2] In order to be able in giving material that easy to understand by students. A teacher must have those competence especially in teaching English. Mitzel said that teachers competence refers to the sets of the knowledge abilities, and teaching management process and bring to teach effective and efficient situation.[3]

Based on the reason above, in recent years English language teaching has focused on teach the English languange rather than teach about the English language. The

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[1]Usman Uzer, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosdakarya, 1998), P.11

[2]Undang-undang Republik Indonesia No.14 tahun 2005 *tentang guru dan dosen*

[3]Bennet, *Teaching styles and profile progress in Mitzel, et.al. Ensyclopedia od Educational Rsearch* (Newyork :The free press, 1982) P.63

emphasis is not only on inguistic competence of the language learner, but also on the development of their communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner.

If the students are not graduated in the lesson, they will not graduated national examined. Although their other lesson graduate but English subject is not, students still looked not graduated. So, students must have high seriousness and motivation in study English subject in order to mastery English material. This seriousnes and motivation can be appeared from a teacher besides students it self. Because it, in teaching English a teacher need style of techniques. Employing style of techniques will motivate the students to increase their English learning be move serious. Teaching style that used must be run with what students like. As on the theory Richardson and Kring state that understanding which styles certain types of students prefer can help educators adjust their approach to students need.[4] It means teaching style of the process on teaching learning determine the students learning. If the teaching style of the teacher are parallel with the teaching style preferred by the students, they will actively involve in the English languange learning.

According to Grasha, teaching styles is viewed as particular pattern of needs, belief and behaviors that teacher display in the classrom. He also stated that styles is multidimendional and affect how teacher present indformation, interact with students, manage classroom task, supervise coursework, socialize students to the field and mentor students.[5]Every teacher has a different style in teaching, although they have the same

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[4]Richardson T.R, King J.P. and Davis S.F, *Preferred Teaching style and modes of hinking Among University Students in Mainland China Thinking skills and Creativity*, 1997, P.95

[5] Grasha, A.F, Teaching With Style, *A particular guide to enhance learningby understanding learning and teaching style,* (Newyork: Alliance Publisher,1996),P. 6

purpose, it is called as teachers' teaching style. Teachers' teaching style is the way that is used to give information.[6] It can be said, teachers' style is how the teacher delivered them information to the students while teaching learning process. According to Joseph F. Callahan, every teacher develops a style of teaching that is her/his own and with which he/she feels most comfortable.[7] This teaching style is a combination of personality plus the amount of expertise such as teaching technology (methods), subject matter, and pedagogical theory. Evidently, the most effective teachers are those who can vary their styles, or whose styles are so flexible that they encompass a great number of strategies and tactics, and are therefore readily adaptable to the different sorts of teaching-learning situations that may develop.

In explaining the material in teaching process, teachers' teaching styles is important. Students will accept some information through teachers' teaching style in transferring it. In addition, teachers' styles are the ways that are used by the teacher to appear the students in teaching. Grasha stated that teaching style is very important aspect to manipulate of learning conditions in order students to be comfortable and enjoyable.[8] In additon Richardson also stated that understanding which styles certain types of students prefer, can help educators adjust their approach to best meet the needs of their students.[9] It means, the teaching style is important aspect in manipulate learning conditions that will make students comfortable and enjoyable in the class and teaching

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[6]Maollem, Teaching and learning style, 2002, Retrieved on April 2015 from www.member.shaw.ca//mdde615/tchstycats.html.com, P.3

[7]Joseph F. Callahan & Leonard H Clark,Teaching in the Middle and Secondary Schools, (New York: Macmilland Publishing Co. Inc., 1982), P. 9

[8] Op.Cit., Grasha, A.F, P.154

[9] Richardson T.R et al, *Preferred Teaching styles and Models of Thinking Among Unuversity Students in Mainland China Thinking Skills and Creativity*, 1997, P.95-107, http://www.sciencedirect.com/science/journal/18711871 (retrieved on Wednesday, August 3, 2017)

styles also determines the students' learning, if the teaching styles of the teacher are parallel with the teaching styles preferred by the students, they will be actively involved in the English languange learning.

Therefore, by variations teaching style that used by English teacher in teaching process, will help student solve bored problem when study English subject. Based on Grasha's theory said that teaching style is viewed as particular pattern of needs, beliefs and behaviors that teachers display in the classroom. He also states that style is multidimensional and affect how teacher present information, interact with student, manage classroom tasks, supervise coursework, socialize student to the field, and mentor students.[10] The teacher's teaching styles in the process of teaching and learning determine the students learning.[11] It means that teaching style is an aspect can influence students' motivation, seriousness and achievment in learning English subject.

Based on the pre observation, in STAIN Curup, the reseacher found that non English class students do not have high seriousness and motivation in learn English subject.From the interview with some non English students, they said that they don't enjoy and comfort when teacher teach English subject in the class. Based on the interview with one of English teacher who teach non English class at STAIN Curup said that when the teacher asked students to write sentence about material in front of class and the student refused it by many reasons. Researcher also founded some students who did not pay attention to the teacher. For example when teacher gave the material, they were busy with their friend.

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[10] Op.Cit.,Grasha, A.F, P.10
[11] Op.Cit.,Grasha, A.F, P.11

Concerning with some reason above, the researcher wants to conducting research untitled " **AN ANALYSIS OF ENGLISH TEACHER'S TEACHING STYLES IN NON ENGLISH CLASS AT STAIN CURUP".**

B. **Research Questions**

The research questions formulated as follow:

1. How is the teaching style used by English teacher in non English class at STAIN Curup?

C. **The Objective of The Research**

The objective of the research were:

1. To investigate the teaching style that used by English teacher in non English class at STAIN Curup.

D. **The Significance of The Research**

The researcher really hopes that this research on the textbook has some significance: theoritically and practically

1. Theoritically

   a. The result of this research is expected can be references for the English teacher to applied teaching style that suitable with the condition of the class. Teacher also can be references to using teaching style that parallel with learning style of the students that can help increase student's learning.

b. The result of this research will give more information to the reader about teachers' teaching style.

2. Practically

a. The result of this research will give information to the next writers who are interested in analysis about teachers' teaching style

b. The result of this research, by knowing teaching style is used by English teacher, it can be reference for the students to speak up about what teaching and learning condition that they want and can easy to understand about material is given.

E. Limitation of The Research

This research was limited only in the study of teachers' teaching stylewho teach English in non English class at STAIN curup.

F. Definition of Key Terms

1. English Teacher

English is a languange that is used by many people as international languange and Teacher is person who gives instruction knowledge, skill.etc.[12] in this research, English teacher is person who gives instruction and skill about English languange in non English Class at STAIN Curup.

2. Teaching English

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[12] Martin H. Manser, Oxford Learner's Dictionary, Oxford University Press, P.425

The base term of teaching is "teach". It is activity of transferring of knowledge and skill to the students.[13] In this research, teaching is an activity of the teacher who transferring of knowledge and skill to the students.

3. Teaching Style

Teaching Style is the work of the teacher.[14] Style is the particular way in which something done.[15] Style in this research means how a teacher gives the material to the students in classroom, in order to be able to make students more understand about the material.

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[13]Op.Cit.,Bennet, P.45
[14]Hornby A.S, *Oxford Advanve Learners Dictionary*, Oxford: International New Students Edition, P.1225
[15]Ibid., P. 1527

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Teaching Style

Teaching style is one of the most important variations in order to make the condition to be effective and comfortable in teaching learning process. It is also teachers way in manipulating teaching and learning condition in order to make the students comfortable in learning.[16] It means that teacher keep students in a good situations in learning and show up their ability or skill in teaching process in order material that given can be accepted by student well. Teacher have to be able to create strategies how they will teach their student well in classroom activity.

According to Mosston in Maollem said that teaching style is effective and creative way of teaching physical education. He also stated teaching style is one of teaching ways which can raise students motivation in learning English, because the teacher use strategies to teach student effectively. Thus, students will be able to achieve the contents of material that have been though well.[17] Anderson in Nurrohim stated that effective teaching requires the ability to make sense out of massive amount of information in order to a wide variety of decision concerning.[18]

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[16] Mulyadi and Puspita, *Pengajaran Terbatas (Micro Teaching),* (Bengkulu: Unpublished Book Bengkulu University, 2004), P. 42

[17] Maollem, Teaching and Learning Style, 2002, Retrieved on june 2017 from www.members.shaw.ca/mdde615/tchstycats.Html.com. P.3

[18] Nurrohim, *A study of English Teachers Teaching Style at Senior High school Putri Hijau North Bengkulu*, (Bengkulu: UNIB,2007), P. 6

According to Grasha, is viewed as a particular patern of needs, belief and behavior that teacher display in the classroom. He also states that style is multidimensional and affect how teacher present information, interace with students, manage classroom tasks, supervise coursework, socialize students to field and mentoring students.[19] Moallem stated tah there are two findings on teaching teaching style in teaching and learning process. These are integrals of teaching style if the affect of the students involvement in learning process and the personal preferences in the individual styles to teach effectively before teachers presented more logical in their teaching.[20] From the theoryies above it can concluded that teaching style is an aspect can influence student motivation, seriousness and achievment in learning English subject.

2. The Aspect of Teaching Styles

Teaching style is one of teaching variations used by teacher in teaching and learning process. It can make students more enjoyable, comfortable and interesting in learning process. They are many teaching style that can be used by teacher in giving material to the students. Grasha identifies five teaching styles in his teaching styles models based on what he regarded as metaphors or role models. The five teaching styles are expert, formal authority, personal model, facilitator and delegator teaching style.[21]

Tabel 1
Models of Teaching Style

No.	Style	Description
1	Expert	a. Possesess knowledge and expertise that students need

[19]Anthony F. Grasha, *Teaching with styl,* (Newyork: Alliance Publisher, 1996), P.6
[20]Op.Cit.,Moallem, P.4
[21] Op.Cit., P.154

		b. Strives to maintain status an expert among students by displaying detailed knowledge and by chalenging students to enhance their competence.
		c. Concerned with transmitting information and ensuring that students are well prepared
2	Formal Authority	a. Possesses status among students because of knowledge and role as faculty member.
		b. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.
		c. Concerned with the correct, acceptable and standard ways to do things.
3	Personal model	a. Believes in "teaching by personal example" and establishes a prototype for how to think and behave.
		b. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
4	Facilitator	a. Emphasizes the personal nature of teacher student interactions.
		b. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.
		c. Overall goal is to develop in students the capacity for independent action and responsibility.
		d. Works with student son projects in a consultative fashion and provides such support and encouragement.
5	Delegator	a. Concerned with developing students' capacity to function autonomously.
		b. Students work independently on projects or as part of autonomous team.
		c. The teacher is available at the request of students as a resource person.

1) Expert

In this teaching style teacher as resource. Douglas stated that teacher as resource that you take the last directive role. In fact, the implications of the resource role is that

studenttake the initiative to come to you.[22] The teacher strives to maintain status an expert among students by displaying detailed knowledge by chalenging student to enhance their competence. They are concerned with transmitting information and insuring that student are well prepared. The advantage and disdvantage from expert style are the information, knowledge and skill such individuals can be inmidating to less experiece students. May not always show the underlying though processes that produced answers.

2) Formal authority

Teachers who have formal authority teaching style tend to focus on content. This style is generally teacher centered and teacher as manager where the teacher feels responsible for providing and controlling the flow of the content and student is expected to receive the content . So, that in this teaching style can be said that teacher are the flashlight for the students. Teacher with this teaching style are not as concerned with building relationship with the students nor is it as important that th students from relationship with other students. This type of teacher usually require students paticipants in the class. Teacher with this style will follow lesson plan, syllabus, modules that have given. The advantage of this style is the focus on clear expectations and accepatable ways of doing things and disadvantage is a strong invesment in this style can lead to rigid, standardized and less flexible ways of managing students and their concerns.

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[22]H. Douglas Brown, *Teaching by Principle an Interactive Approach to Languange Pedagogy*, Second Edition, (San Fransisco: Longman, 2002), P. 168

3) Demonstrator/personal

Teacher who has a demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modelling. In this style, teacher act as a role model by demonstrating skills then as a coach in helping students develop and apply skills and knowledge.

Instructors with this teaching style are interested in encouraging student paticipant and adapting their presentation to include various learning styles. Student are expected some responsibilities for learning what they need to know and for asking for help when they do not understanding something.

In this style, a teacher is as director or conductor. Teacher is responsible is running. As douglas's opinion said that some interactive classroom time can legitimately be structured in such way that the teacher is like a conductor of an orchestra or director of the drama. As student engage in either rehearsed or spontaneous language performance, it is your job to keep the proces flowing smoothly and efficiently.[23]

The advantage of this style is an emphasison on direct observations and following a role model and disadvantage is some teachers may believe their approach is the best way leading some students to feel inadiquate if they can not live to such expectations and standards.

4) Facilitator

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student centered learning and there is much more

[23]Ibid, P. 170

responsibility placed on the students to take the initiative for meeting the demands of various learning tasks and teacher ust give facilitation that student need.

This type of teaching style works best for studets who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teacher typically in this facilitator style design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

Advantage of this teaching style are the personal flexibility, the focus on students' need and goals, and the willlingness to explore option and alternative courses of action. For disadvantage, style is often time consuming and sometimes employed in positive and affirming manner.

5) Delegator

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individual or groups of students. This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in consultative role.

Students are often asked to word independently or in groups and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more just course spesific topics as they also must be able effectively work in group situations and manage various interpersonal roles. The advantage of this style is

help students to perceive themselves as independent learners and disadvantage is may misread students readines for independent work. Some students may become anxious when given autonomy.[24]

3. The Important of The Teaching Style

Teaching is a process of communication i giving material from teacher to students. According to Asser in Anderson says that teaching is essentially a human endeavor, involving actual human contact beteween teacher and student , as a consequence, the nature of that relationship determines whether teachers are able teach and students are willing to learn . therefore teaching style is very important aspect to manipulate of learning conditions in order students to be comforable and enjoyble.[25]

In successful teaching style, student can not be neglected in teaching and learning process, because they are very closely to influence the learning achievment. Thus, teacher should have the teaching ability in order to be effective in classroom. Teachers effectiveess will be tend to refers to the result them in order to gets or the amount of the progress the student make toward some specified goal of education, and can only e assessed, in term of behaviour of students and no behaviour of teacher. It also can be contasted with teachers performance and teacher-lecture competence, because teacher competence is the set of teachers knwledge, abilities, and belief in order to bring in teaching situation.

Teacher can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, neither can teachers be satisfied with one role.

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[24] Opcit., Grasha, P.154
[25] Op.Cit.,Mulyadi and Puspita, P.42

Following is a spectrum of possibilities, some of which are more conductive to creating an interactive classroom and others less so. In this research there are the role of teacher and the kinds of teaching style, although in the rule of teachers and the aspect of teaching style there are same, but the researcher want to stress that both of them is different.

CHAPTER III

RESEARCH METHODOLOGY

This part describes the method used to conduct the research. It consist of kind of the research, subject of the research, technique for collecting data, reseach instrument, the validity of the research and redudancy bias and data analysis technique.

A. Kind of The Research

This research was descriptive research. Descriptive research means a research focused in describing any situation or condition in population, sistematically, factually and accurately.[26] This research involved a descriptive research because the aim of this research was to describe exactly condition in research population in order to answer research questions. It means that the situation in field research would be important aspects as the data which would collected in this research. Moreover, Davin states descriptive research is research designed to depict the participants in an accurate way, it is all abour describing people who take part in the study.[27] Descriptive research methods are used when the reseacher wants to describe spesific behavior as it occurs in the environment.

This research used descriptive method that presented in qualitative way. The descriptive here was the description about statements that were given by the subject of this research. In order to describe what was the teachers' teaching style in non English class based on selected styles.

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[26]Nurul Zuriah, *Metodologi Penenlitian Sosial dan Pendidikan: Teori Aplikasi*, (Jakarta: Bumi Aksara, 2007), P.47

[27] Devin Kowalczyk, *Descriptive Research Design : Definition, Examples and Types*, (Cambridge: University Press), P.32

Based on those explanations, in this research means the researcher analyzed the result of study in the description way, and tried to show the result of the research real with the data that the researcher has gotten, without the addition of assumption from the researcher. Danim states that the characters of descriptive qualitative are the data, which come from the word, pictures, non numerical. The data will come from interview, field notes, photos, private document, etc.[28] Sanifah Faisal said tha the aim of the descriptive method is to give the description in the present condition of the research subject.[29] In addition the kinds of descriptive in this research refers to case study. Case studies are strategy of inquiry in which the researcher explores in depth a program, even, activity, process or even more individuals.[30] In this research, the researcher means the used of descriptive research to investigate and also to describe the teachers' teaching style in non English class at STAIN Curup.

B. **Subject of The Research**

The participants of this research were English teachers who teach in non English class at STAIN Curup. There were seven teachers who had been observed and interviewed by the researcher to get the data. They were chosen by purposive sampling. Purposive sampling is one of the most common sampling strategies, group participants according to preselected criteria relevant to a particular research questions.[31] Purposive

[28] John W.Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*,1998, P.15
[29] Sanifah Faisal, *Metodologi Penelitian Pendidikan*, (Jakarta: Usaha Nasional, 1982), P.42
[30] Ibid.,John W.Creswell, P.17
[31] Natasha Mack et al, *Research Method: A Data Collectors Field Guide, (US: Agency For International Development (USAID)*,2015), P.5

sampling is the process of taking sample based on the spesific aim of the research.[32] It means the researcher took the sample based on the consederations that related to the aim of the research. In addition, As for the specific characteristic of purposive sampling, that are; 1) emergent sampling design 2) serial selection of sample units 3) continous adjustment or focusing of the sample 4) selection to the point of redundancy.[33] Based on those consideration, the sample of this research was the teacher who taught English Subject in non English class at STAIN Curup. It has been chosen based on purposive sampling because the aim of this research was to know the teaching style by the teacher in teaching English Subject.

C. Technique for Collecting Data

To answer the research Question, the collecting data used were:

1. Interview

    The first technique of collecting data that the researcher used was interview. Interview is used for collecting format revealed some problems from the respondents which are uncover in questionnaire. Gay states that intevies is most appropriate for asking question that can not effectively be structured into a multiple choice format, such as question out a pesonal nature or question that require lengthy responses.[34]Interview that was used in this research was semi structured interview. In this type of interview, the researcher attempts to achieve a holistic understanding of

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[32]Jack R Frankell and Norman E. Wallen, *How to Design and evaluate research in education*, (Mc. Grow Hill, International Edition, 2010) P.98

[33] Sugiyono. *Metode Penelitian Kuantitatif dan Kulitatif dan Research and Development*. Bandung; Alfabeta. 2010. P. 219

[34]Ibid.,Lorraine Rumble Gay, P.382

the interviewees' point of view or situation.[35]in other word semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher. In this research, to get the data the researcher did interviewing by using guideliness of interview and also using tape recoreder for taken the result of interview. After that the data of interview have been converted in written text script.

2. Observation

The technique of collecting data that the researcher used was observation. Observational data are attractive as they afford the researcher the opportunity to gather 'live' and from 'live' situations. Like Lois states in Research Method in Education the researcher is given the opportunity to look at what is taking place rather than at second hand.[36]In this research, it will enable researchers to understand the context of programmes, to be open ended. To discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g opinions in interview), and to access personal knowledge. Observation is needed to get description of the teachers' teaching style that they used when they teach English subject in non English class.

In this research, the researcher used non participant observation. Non participant observation means the observer is not directly involved in the situation being

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[35]Cathrine Dawson, *Practical Research Method*, (United Kingdom: Deer Park Production,2002), P. 27
[36]Louis Cohen et al, *Research Method in Education*, (New York: Routledge Falmer, 2005), P.322

observed.[37] In other word by using non participant sampling the researcher do observation but does not participate in the situation while observing it. It means the researcher does not participate in the learning process which is investigated. The researcher only look at the process of teaching and learning in English subject class at Non English class. In doing observation, the researcher see the teaching English activities in non English class. It means that the observation done more than the researcher's plan until the data collected. In the observation the researcher saw the activities teaching English class at non English classs for twice of each teacher until the data is gathering for the researcher. It is to regonize what styles used by each teacher that taught English subject at non English class. It this observation, the researcher used checklist as instrument to collect the data for first research question.

D. Research Instrument

In qualitative method, the main instrument is a reseacher it self. Which researcher have functions to choose informants as source data, collect data, analysis data and make conclusion for the finding. In qualitative way, researcher is the key instument and call as human instrument. As Lincoln and Guba in Sugiyono said that the instrument of choice in naturalistic inquiry is the human, we shall see that order form of intrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay, but if the human intrument has been used extensively in earlier stages of inquiry, so that

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[37]Lorraine Rumble Gay, *Educational Research: Competences For Analysis an Application*, (New Jersey:2009), P.291

the instrument can be constructed that is grounded in the data that the human instrument has product.[38]

Furter more, the reseacher used other instruments to help researcher to get data. Researcher used checklist, field notes and interview guidance. Those instruments researcher develop based on indicators that refer to each teaching style.

1. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted.[39] It would be used when the researcher interviews the teachers. It was be used in order to attain standardized comparable data from data each respondent. All interviews had to be conducted in essentially the same manner.[40]In this research, inteview guidance used by the researcher to know in-depth about how the teacher used teaching style in non English class at STAIN Curup.

The steps of constructing questions were; *first,* the researcher determines the indicator of each style. The theory has been explained above, in the chapter II. The main theory used in this research is the styles used based on Anthony F. Grasha. *Second*, the researcher detemines the sub-indicator based on indicators efor. *Third,* the researcher determined the items or questions based on sub-indicator. *Fourth,* to established the question the researcher pattern the question with advisor, and expert as a step used for checking and conformance the accuracy of the questions or items. Below are the form of interview guidance:

[38]Op.Cit., Sugiyono, P.306
[39]Op.cit Dawson ,P.292
[40]Dawson, Loc, Cit.

Table 2
Interview Guidance of The Research

No	Style	Indicators	Sub-indicators	Items
1	Expert	Possesses knowledge and expertise that students need	Lecturer give student's need in learning	What did you do to give students' need in learning?
2	Demonstrator/ Personal Model	Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	Lecturer act as a role model by demonstrating skills then as a coach in helping students develop and apply skills and knowledge	What did you to help students develop and apply their skill and knowledge?
3	Facilitator	Emphasizes the personal nature of teacher student interactions.	Lecturer emphasizes the personal nature of teacher student interactions	How did you do to make personal nature of teacher student interactions?
		Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices	Lecturer make students to be active in the class	What did you do to make the students active the students active in the class?
4	Formal Authority	Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.	Lecturer Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.	• How do you Concerned with providing positive and negative feedback for students? • How do you concerned establishing learning goals for students? • How do you concerned rules of conduct for students?
5	Delegator	The teacher is available at the request of students as a resource	Lecturer is available at the request of students	How do you available at the request of

		person.	as a resource person.	students as a resource person?

2. Checklist

Checklist is a list that contain about subjects an aspects will be seen. Checklist can help researcher write every important event although it is a smallest thing.[41] Usually, the researcher write down some aspect into checklist in order to the researcher only give the check the aspect based on result of research.In this research, researcher used checklist to observe the teachers teaching style at non English class in STAIN Curup. It was made based on the theory from Anthony F. Grasha. Grasha stated that there were 5 teaching styles, they are expert, frmal authority, personal model, facilitator, and delegator.

In this research the researcher used those theory to get the data in answering the research question. The researcher just write check ( ) that ballanced in each style that is observe the observation is conducted. To establish the indicators that the researcher made on checklist observation, the researcher ask to the proffessional or expert. The following table will display the check list information:

Table 3
The checklist of teaching style

No.	Style	Indicators	Teacher A		Teacher B		Teacher C	
			Yes	**No**	**Yes**	**No**	**Yes**	**No**
1	Expert	a. A lecture sets high standards for students in the class.						
		b. A lecturer wants students to leave this course well						

[41] Dr.Ridwan.2011 .*Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula* .*Bandung:Alfabeta*

		prepared for further work in this area.						
		c. Students might describe a lecturer as a storehouse of knowledge, who dispenses the fact, principles and concepts they need.						
2	Formal Authority	a. It is a lecturer responsibility to define what students must be learn and how they should learn it.						
		b. There is morematerial in this course than a lecture has time available to caver it.						
		c. A lecturer expectations for what a lecturer want students to do in this class are clearly defined in the syllabus.						
		d. A lecturer standards and expectations help students develop the discipline the need to learn.						
3	Personal model/ demonstrator	a. What a lecturer says and do models appropriate ways for students to think about issues in the content.						
		b. Example from lecture personal experiences often are used to illustrate points about the material						
		c. A lecturer guides students work on course project by asking question, exploring options and suggesting alternative ways to do things						
		d. A lecture provides very clear guidelines for how a lecturer want tasks completed in this course.						
		e. Students might describe a lecturer as a coach who						

		works closely with someone to correct problems in how they think and behave.						
4	Facilitator	a. Small group discussion are employed to help students develop their ability to think critically.						
		b. Course activities encourage students to take initiative and responsibility for their learning.						
		c. Students take responsibility for teaching part of the class session.						
5	Delegator	a. A lecturer spends time consulting with students in how to improve their work on individual/group project.						
		b. Students design one of more self directed learning experiences.						
		c. Students can make choices among activities in order to completecourse requirements.						
		d. Lecturer approach to teaching is similar to a manager of work group who delegates tasks and responsibilities to subordinates.						

3. Field note

Field notes are the observer's record of what he or she see, heard, experienced, and think about during an observation session. They contain descriptive and reflective

aspects. [42] In this research, field note was used when the researcher did observation. It can give the data for first research questions. The researcher used field notes during seeing the observation. The format of field note consists of the activities that the teacher and students did in every step of teaching learning establish on the indicators for teachers' teaching styles in classroom participation and its implementation.

E. The Validity of The Research

The researcher prepared two techniques of data collecting, namely by doing observation and interview in getting the important data of this research. In this research, the researcher used data triangulation. It is two instruments by comparing the result of observation and interview. In this research, the researcher used expert to get the validity and reduce bias.

Many researchers agreed that tiangulation is typically a strategy for improving the validity and reability of research or evaluation of finding. [43] Mathison elaborates thus by said that triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology. By triangulation, researcher will more understand about data that have gotten and can increase the power of data that we got. According to Patton in Sugiyono said that by triangulation can build on the strengths of each type of data collection while minimizing the weakness in any single approach. [44]

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[42] Gay,*Op.Cit.*page.213

[43]M. Bashir, *Reability and Validity of Qualitative and operational Research Paradigm*, (Pakistan, 2013), P.41

[44] Op.Cit., Sugiyono, P. 332

F. The Technique of Data Analysis

The data used in this analysis was descriptive qualitative. Data analysis was the process of sistematically searching and compliming the data obtained from checklist and interview. To analyze the data from observation and interview, the researcher analyzed by the steps, namely data managing, reading/ memorizing, description, classifying and interpreting.[45] The explanation were:

1. Data Managing

It involves creating and organizing the data collected during the research. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcript observer's, comment, memos and reflection.[46] It means, in this steps the researcher made sure that all the data that had been gotten indicates the completeness answer of the research questions. In this research, the researcher organized the data from interview and observation to answer those two research questions that refers to the teachers' teaching styles.

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[45] Op.Cit., Lorraine Rumble Gay, P.467
[46] Muhammad Bahsir.,*Loc.,Cit*.,P.41

2. Reading

Reading involves reading the field notes, transcript, memos, and observer's comments to get a sense of your data. [47] The researcher read all the data to get general description the data about teachers' teaching styles so the researcher can know how to arrange them well.

3. Description

Description is based on the observation and field notes which are to provide the true picture of the settings and events that take place in it. So, the researcher and the reader will have an understanding of the context in which the study takes place. [48] In this step, the researcher described all the data that can help the researcher to do the next step in analyzing the data**.**

4. Classifying

The process of classifying is ordering field notes or transcriptions into categories that represent different aspects of the data.[49] In this research, after previous steps have finished are done, the researcher starts to classify each of data about teachers' teaching style in teaching English at non English class. Then each data of the data classified into several categories based on research question and indicators.

5. Interpreting

Interpretation is also a part of process of writing the result of a study. Interpreting is the reflective, integrative and explanatory aspects of dealing with a study

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[47]*Ibid*.,
[48]*Ibid.,*
[49]*Ibid*., page 242

data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The researcher was interpreting data whenever he or she used some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from another.[50]

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[50]*Ibid.*,page.250

CHAPTER IV
FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher presented the findings from observation and interview. The result of the study came from the classroom observations. The observation was conducted directly toward eight teachers who thought in non English class at STAIN Curup. The researcher did observation during the lesson was running until the time is over. The researcher also observed to all of the English teacher when they were teaching in the classroom. The goals of this research is to investigate what the teaching style used by English teacher.

In collecting data, the researcher used three instruments. They are checklist and field note for observation and interview guidance for interview. Interview was used researcher to know the teaching style that used by the teachers and the observation used to investigate in-depth about how the teacher used teaching style in classroom. From those ways, researcher found the natural description abaut data was needed to answer research question about how is the teaching style used by English teacher in non English class at STAIN Curup.

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1. Teaching Style

Table 4
Teachers' Teaching Style

No.	Teaching Style	Teacher

1.	Expert	4
2.	Formal Authority	1
3.	Personal Model	5
4.	Facilitator	7
5.	Delegator	2

From the teaching style used by English teacher in non English class at STAIN Curup above, the table show that all English teacher used facilitator teaching style. It means, all teacher emphasizes the personal nature of teacher student interactions. Furthermore, in facilitator teaching style the teacher also guides students by asking questions, exploring options, suggesting alternatives and encouraging them to develop criteria to make informed choices. In the table above, also show that teachers rarely used formal authority teaching style, it means the teachers did not Possesses status among students because of knowledge and role as a faculty member And did not concerned with the "correct, acceptable, and standard ways to do things.

2. **The Teaching Style Used By English Teachers in Non English Class at STAIN Curup**

After collecting the data at STAIN Curup which did on August until September 2017, the research had some tables that give general description about result of this research. The tables contain of some indicators that refer to each teaching style in Grasha.

The informants be object of this research were all of English teachers that taught in non English class at STAIN Curup. There were eight English teachers who taught at non English class. In the next explanation, they would be called as Teacher A,B,C,D,E,F and G . The teaching style used by English teacher in this research could be seen as in the table below:

Table 5
Teaching Style Used By English Teacher

No.	Teacher	Teaching Style Used	Implementation
1	Teacher A	Facilitator Style	a. Emphasizes the personal nature of teacher student interactions. b. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. c. Overall goal is to develop in students the capacity for independent action and responsibility. d. Works with student some projects in a consultative fashion and provides uch support and encouragement.
		Personal Model	a. Believes in "teaching by personal example" and establishes a prototype for how to think and behave. b. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
		Delegator	a. Concerned with developing students' capacity to function autonomously. b. Students work independently on projects or as part of autonomous team. c. The teacher is available at the

				request of students as a resource person.
2	Teacher B	Personal model	a.	Believes in "teaching by personal example" and establishes a prototype for how to think and behave.
			b.	Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
		Facilitator Style	a.	Emphasizes the personal nature of teacher student interactions.
			b.	Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.
			c.	Overall goal is to develop in students the capacity for independent action and responsibility.
			d.	Works with student some projects in a consultative fashion and provides uch support and encouragement.
3	Teacher C	Expert Style	a.	Strives to maintain status an expert among students by displaying detailed knowledge and by chalenging students to enhance their competence.
			b.	Concerned with transmitting information and ensuring that students are well prepared
		Facilitator Style	a.	Emphasizes the personal nature of teacher student interactions.
			b.	Works with student some projects in a consultative fashion and provides uch support and encouragement.
		Personal Model	a.	Believes in "teaching by personal example" and establishes a prototype for how to think and behave.
			b.	Oversees, guides, and directs by

			showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
4	Teacher D	Facilitator style	a. Emphasizes the personal nature of teacher student interactions. b. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. c. Overall goal is to develop in students the capacity for independent action and responsibility. d. Works with student some projects in a consultative fashion and provides uch support and encouragement
		Personal model	a. Believes in "teaching by personal example" and establishes a prototype for how to think and behave. b. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
5	Teacher E	Expert Style	a. Possesess knowledge and expertise that students need b. Strives to maintain status an expert among students by displaying detailed knowledge and by chalenging students to enhance their competence. c. Concerned with transmitting information and ensuring that students are well prepared
		Facilitator Style	a. Emphasizes the personal nature of teacher student interactions. b. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. c. Overall goal is to develop in

				students the capacity for independent action and responsibility. d. Works with student son projects in a consultative fashion and provides uch support and encouragement.
		Delegator Style	a. Concerned with developing students' capacity to function autonomously. b. Students work independently on projects or as part of autonomous team. c. The teacher is available at the request of students as a resource person.
6	Teacher F	Facilitator Style	a. Emphasizes the personal nature of teacher student interactions. b. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. c. Overall goal is to develop in students the capacity for independent action and responsibility. d. Works with student son projects in a consultative fashion and provides uch support and encouragement.
		Expert Style	a. Possesess knowledge and expertise that students need b. Strives to maintain status an expert among students by displaying detailed knowledge and by chalenging students to enhance their competence. c. Concerned with transmitting information and ensuring that students are well prepared
		Personal Model	a. Believes in "teaching by personal example" and establishes a prototype for how to think and behave. b. Oversees, guides, and directs by

			showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.
7	Teacher G	Facilitator Style	a. Emphasizes the personal nature of teacher student interactions. b. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. c. Overall goal is to develop in students the capacity for independent action and responsibility. Works with student son projects in a consultative fashion and provides uch support and encouragement
		Expert Style	a. Possesess knowledge and expertise that students need b. Strives to maintain status an expert among students by displaying detailed knowledge and by chalenging students to enhance their competence. c. Concerned with transmitting information and ensuring that students are well prepared
		Formal authority	a. Possesses status among students because of knowledge and role as faculty member. b. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. c. Concerned with the correct, acceptable and standard ways to do things

From the table above, it can conclude that all of the English teacher used facilitator style in teaching English in non English class at STAIN Curup. It means, in teaching English, all the teacher emphasize the personal nature of teacher student interactions, the teacher also guides

students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. In facilitator style, overall goal for teacher is to develop in students the capacity for independent action and responsibility. The teacher also Works with student son projects in a consultative fashion and provides such as support and encouragement. Below are the explanation for the used of teaching style by English teacher;

1. Teaching style Used by Teacher A

From the observation and interview, the researcher found that teacher A used teaching style in her teaching. She used facilitator, personal and delegator teaching style. But from those teaching style just one teaching style that often she applied in her teaching. In 2 hours researcher did observation, the teacher used facilitator style in teaching English in non English class.

Furthermore, in her teaching activities she emphasize to students centered in the class. She did several activities such as she held class discussion or gave them some of game who related with the material. She held various activities to make her students could participate as problem solver. In emphasizing her student to students centered. She gave tasks or exercise in each of meeting. For example she asked her students to make one sentence that related with material, then the other student had to response their friends' sentence. By did it, she want her students to learned by themselves.

The other data also shown her activities in the classroom. She often held class discussion in each of topics. It could make students develop their ability to think critically and students should be actively involved in learning process and intrinsically motivated. She asked to her students group discussion. When the group

presenter explained the material, students could give a question and the group should answer it. If the group could not answer the question, the group can asked other students to answer the question and the group gave additional explanation, so the students could be easier in understanding the material. In this case, the teacher wanted to improving her student activeness.

To take her students responsibility to master the material, the teacher held question and answer. She gave question to each student. Then, the student should answer it directly. If the answer is wrong, the teacher gave them punishment to her student. It could made her students have more initiative in answering the questions. Beside that, her students would have more responsibility in mastering the material. So it can be concluded that teacher A used facilitator in teaching. That is all also supported by interview which In teaching English, the teacher A took a position as facilitator. It was seen from her activities in classroom when she was teaching, where she often held a class discussion . she made small group that in each group she put one of her smart students that more understood about the material that will be given in order to be able guide the other students to do something. The teacher also asked the students to explain the material in their group that have given by the teacher before. While the group explain their material, others group gave paid attention and gave some questions to the group who presented the material. So it could make the group prepare material well. Beside that, it could make they think critically. As the result of the interview below:

> *"I often give the student chance to be active in the class, for example make a group discussion in the classroom, then they explain the result of their discussion"*

She also did several activities that have purpose to encourage student to take initiative and responsibility for their learning to master the material. The teacher gave question to each student about material. If the answer is wrong, the teacher would give them the correct answer, if the answer is true the teacher would give positive feedback to her student. As statement in interview:

> *"I ask all of them (the student) about the material. For example I called their name and ask them about the material. When the student give wrong answer, I would tell them the correct answer, but if the student give correct answer, I would give them a reward for example add their score or give positif feedback to the student"*

2. Teaching Style Used by Teacher B

The data From the observation and interview with teacher B showed that, teacher B used facilitator in teaching style. It can concluded that teacher B applied facilitator style than personal in her teaching style. Furthermore, in her teaching activities she stressed to student centered in the class. She held group work or group discussion to discuss the material, where the students would participate in this activity. It would make the students be actively involved in learning process and intrinsically motivated. Beside that, the teacher B also gave feedback to his students. She would give questions to the student and the other students asked response their friends answer. In teaching the material, the teacher just gave the clues or guidelines not main content. It could make students took initiative responsibility for their learning. To made the students be a part of teaching in the class session, teacher B changed podition with her student. For example, her student would be a teacher and

the teacher would be a student. Teacher B asked to her student to teach material as a teacher,had to guide their friends understanding the material.

It is also supported by interview with the teacher B, teacher B used facilitator style in her teaching activity in classroom. The implementation of facilitator style was seen when she said that she made group work to debate or discussion about material that would be learned. It hoped could help students to increasing students' language understanding. Teacher B gave argument that in mastery a language, someone had to communicate with others. As in interview she said that

> *I always make a group work or group discussion in teaching English. For example I will ask students to discuss about the material that will learned. I apply it in order to my students can increase their language mastery, because to learn English we must communicate directly with the other. English is a language and have to be learned by use communication each other.*

Teacher B also did some activities that have purpose to encourage student to take initiative and responsibility for their learning to master the material. She did feedback with the students, she also asked students to response the other students about the material. As the result of interviewed below:

> *At the end of the teaching learning, I create feedback to my students by giving a question about the material today. If the students give negative feedback, I would repeat the learning with the same material and different models of teaching. But if the students give positive feedback, I would continue the material in the next meeting.*

Furthermore, teacher B also asked her student to change position with him. Her student are as a teacher and she is as a student. The student would be asked to explain about the material in front of the class individually. The student had to guide

and teach other students to understanding the material. It was hoped all students be teaching part of class session. As the data result of interview mentioned:

> *Sometimes I ask my students to explain the material individually in front of the class. I create the situation in teaching learning process. I am as student and my student as a teacher. It's hoped could have the students increase their self-confidence in understanding the material and make students be teaching part of class session.*

3. Teaching Style Used by Teacher C

From the observation and interview done by researcher to teacher C, researcher got data that showed teacher C often used personal model teaching style in teaching English. While observation, teacher B applied some teaching style such as expert and facilitator teaching style, but teacher C just used several indicator from its and and it has low frequency in used. Teaching style more often applied by teacher C is personal model teaching style. In teaching process, teacher C always prepared the material by himself and took position as teacher centered. In transmitting the information, teacher C explained it to his students, demonstrated it, and then asked them to do some exercise about related materials and that would be given in the beginning and the end of lesson. He convinced them that they could follow his steps in answering the questions. Furthermore, besides he took a position as a teacher centre. He was more active than his students. He reviewed the previous material by asking some students in beginning teaching. After that he gave short review, he focused them to learn new material. He explained the student about the material fully. Then, he gave chance to them to give some questions. If there is not question for him, the teacher C would ask some of them to answer the questions. In addition, he also demonstrated

how to do some exercises which related to the material. He gave some examples, and then he demonstrated how to answer those. Therefore, the students could do some exercises based on their teacher's demonstration. By demonstrating the material, it could help the students to think about the content of the material. He also held some activities to fulfill the variety of learning styles of his students. He held question and answer, games and exercise. He used question and answer in checking his students' understanding about the previous material. If they were confused with it, he would explain it again briefly, it they still got problems in understanding material, the teacher C would demonstrate again.

That is all also supported by interview, In taking the position as demonstrator teacher C designed and prepared the material by himself. He also hoped that by designing the material by himself, the material could be understood by his students well. Furthermore, he demonstrated to his students how to do some exercises by giving some examples. As it was got from the interview:

> *"In teaching process in my class, I prepared the material by myself because I wanted my students could get more information about the material. Beside that I demonstrated how to understanding the material and how to do some exercises"*

In English class that taught by teacher C show that his student was passive. It made the teacher to have more effort to help student to understand about the material that given. Therefore, the teacher should be personal models appropriate ways for his students. Here, the teacher had to Therefore, the teacher should be personal models appropriate ways for his students. Here, the teacher had to explain the material totally, more detail and always reviewed it in order to check his students

understanding. As she mentioned in interview:

> *"I have to explain the material more detail, totally and always reviewed it. It caused the students is not active. So I must explain the material is totally to check their understanding about the material"*

He also said that his students' had variety in learning style. Because it, he made various activities in his teaching process such as question and answer explore options and suggest alternative ways in doing some exercises. As teacher C said in interview:

> *"Because learning style my students is different each other, I also do various activities in teaching process, so my students will enjoy it. There are some students who prefer finding the way in doing some exercises in written to answering the questions orally"*

To make his students easier in understanding the material, he gave guidance and explanation about the material clearly. he also always gave some strategies to students how to understanding the course content. As the data in interview:

> *"In teaching process, to make my students easier to master the course content I will give them the strategy to master it. Sometimes I suggest them to use some principles that I had taught"*

She also gave simple explanation to his students. He told his experience to his students and he told it in the form of related the material. As it was got from the interview :

> *"Sometimes I told my experience to my students and make it example that related with material. I use it as stimulate to the students to illustrate the point of the material and asked my students to give his or her assumes or their analysis it"*

4. Teaching Style Used by Teacher D

From the data of observation and interview that had done by researcher, shown that teacher D applied Demonstrator or personal model style in her teaching activity. It was seen from her activity in classroom. In learning process, she acts as a role model by demonstrating skills and processes and then as a coach or guided in helped students developed and apply these skills and knowledge. She guided the students to accomplish the example and do exercises by asking questions, exploring options, and suggesting alternative ways to do things. When she taught material, she explained all the rules. She also gave reading text that relation with the material as stimulate for students to think about content of material will be learned. Teacher D also took someone experience to motivated her student in learn English subject. She took illustrate material from students environment. After that, she asked the students whether they had understood or not. Then she gave some example and shown to them how to solve those. When she had explained them, she checked their understanding by giving other exercise. If they still had difficulties in doing those, she gave further and more detail explanation.. Sometimes she asked the student to give one example, and then another did it. When the students could not change her friends' sentence, the teacher helped the students to change it. She showed her students how to properly do a task or work through a problem and then she helped them to master the task or problem solution. Besides that, she provides very clear guidelines for how a teacher wants tasks completed in this subject. When she had done several activities in learning process, she asked the students to review the material, questioned students about their understanding. The students were also given chance to give some question, if they did not understand and asked

students to take conclusion about material.

It is also supported by interview, the teacher D mentioned that she used teaching style as the demonstrator or personal model teaching style. As it was showed from result the interview:

> *"I in condition my class, I prefer take myself as example for my students, I give a stimulate to my student in order to they can get point of the material that given"*

If his students had difficulties, she would help them by giving additional explanation. She also gave some problems that should be solved by the students. She always guided them in doing those activities. It was seen on his statement in interview as below:

> *"I also implement various activities, such as asking them to make examples, then response those, and problem solving. When I find that my students get difficulties, I will give additional explanation while demonstrating important one"*

She gave guidance and explanation clearly, so that make her students easier in understanding the material. Besides that, she always gave some strategies to them how to master the course content and suggest them to use various principles in doing some exercises. In her statement in interview as;

> *"I guide my students to accomplish the example and do exercise by asking questions, exploring options, and suggest them how to properly do a task   or   work through a problem and then I help them master the task or give them strategies problem solution"*

5. Teaching Syle Used by Teacher E

The result of observation and interview that had done showed that Teacher E used expert teaching style, facilitator teaching style and delegator teaching style. But teaching style that often used by teacher E was expert style. It could be seen from her activities in classroom. Data from observation showed several activities teacher E in classroom. She prepared the material by herself. She prepared some exercises to check her students' understanding. The questions were about the previous material. For the material that was going to be learned on that meeting. She only asked it generally because of that, she took a position as an expert. The students got the material totally from her. Sometimes from her knowledge and expertise that students need,

so the students must focus on teacher explanation. She also had prepared some exercise for the students to check the understanding of student. Furthermore, it could help her in setting high standards for students in the class. In her teaching, she took her position as storehouse of knowledge who dispensed the fact, principles, and concepts of her students heed. She had responsibility to explain the material in detail. In the end of her teaching process, she concerned with transmitting information and insure that students were well prepared. She asked the students to review the material, and then she concluded her students review. If her students could not review it, she gave brief explanation then asked them to review it again. Furthermore, she asked students to prepare the next lesson and gave homework.

That is all also supported by interview, the teacher E use expert style in teach English subject. She gave an opinion that a teacher has knowledge and expertise that student need. Therefore, she had prepared the material before came to

the class. In her teaching activity she had a resume of material that would be taught. She taught the material detailed to the student. She also reminded the students to prepared material for the next meeting. As she said that in interview:

> *"In teaching English, I always prepare the material at home and I make the resume. I always strive to explain detailed the material for my students. I hope my students are well preparing for the next material"*

In the implementation, she sets the high standards for her students to make her students to be active and always increase their ability in understanding of material. She stressed and reminded her students can understood about material that taught and students had to get high score. In interview, she said that:

> *"I always reminded my students to study hard in learning English. I suggest and reminded my students to always get reach high score. I reminded them that they must get the good score in the end to pass this lesson, because from it I can see my student's understanding".*

In the end of her teaching process in classroom, she always gives information and insure about the material that had learned and would be learned. It was transmitted in order to students can well prepared it. As she said in interview:

> *"I want my student to leave this course well prepared and ready to next material by asked them to review the material. I will give brief explanation then asked them to review it again, if my students cannot review the material that be learned. The last I will give home work to them and ask him to prepare material for the next meeting"*

6. Teaching style used by teacher F

After researcher observed and interviewed teacher F, the researcher got some data about teaching style used by teacher F. teacher F used facilitator, expert and

personal teaching style. While observation, teacher F more often applied demonstrator or personal model style when she taught in the classroom. In her teaching process, she took the position as role model in her classes with emphasis on demonstration and modeling and gave explanation more detail to her students, she stressed on students understanding about the material. She gave a reading text that relation with the material. In whilst teaching, in giving instruction and explaining the concept she shown her students how to properly do a task or worked through a problem. She acted as model or guide in explaining the material. In giving question, giving opinion she always reminded her students which important and have to understand and in evaluating her students understanding she asked some students to make the example of the sentence according to the material, asked students to took the conclusion from material. Furthermore, if there are the students got problem in understanding of material the the teacher F gave added explanation and focus on the students who still confused and she also gave opportunity to other students to answer and respond each other. In addition, although her activities had based on indicator of demonstrator style but way of transferring material to the students was looked bored. It caused in giving material, this teacher just sat on the chair. Sometimes she stood up near whiteboard to write. When there was students had problem had about and exercise, she did not close to the students to ask which one the problem and gave brief explain or told how solve the problem. By condition like that, the students in the class were not spirit o study.

Data From Interview also showed that, the teacher F mentioned that she use teaching style as the personal model teaching style. As it was showed from result the interview:

> "in order to give more understanding about the material for student, I take my self as example"

If his students had difficulties, she would help them by giving additional explanation. She also gave some problems that should be solved by the students. She always guided them in doing those activities. It was seen on his statement in interview as below:

> "In teaching English in my class, I used various activities in order to give them deep understanding about the material, if my student confused with it, I give them more examples"

In understanding the material, teacher F gave guidance and explanation clearly. Teacher F always gave some strategies to the students how to master the course content and suggest them to use various principles in doing some exercises. In her statement in interview as;

> "In teaching English, I guide my students to accomplish the example and do exercise by asking questions, exploring options, and suggest them how to properly do a task or work through a problem and then I help them to understand the task or give them strategies problem solution"

7. Teaching Style Used by Teacher G

The result of observation and interview that had done showed that Teacher G used expert teaching style and facilitator teaching teaching style. But teaching style that often used by teacher G was expert style. It could be look at from her activities in classroom. Data from observation shown several activities teacher G in classroom.

She prepared the material by herself. She prepared some exercises to check her students' understanding. The questions were about the previous material. For the material that was going to be learnt on that meeting. She only asked it generally because of that, she took a position as an expert. The students got the material totally from her. Sometimes from her knowledge and expertise that students need, so the students must focus on the teacher explanation. She also had prepared some exercise for the students to check the understanding of student. Furthermore, it could help her in setting high standards for students in the class. In her teaching, teacher G took her position as source of knowledge who dispensed the fact, principles, and concepts of her students need. She had responsibility to explain the material in detail. In the end of her teaching process, she concern with transmitting information and insure that students were well prepared. She asked the students to review the material, and then she concluded her students review. If her students could not review it, she gave brief explanation then asked them to review it again. Furthermore, she asked students to prepare the next lesson and gave homework.

That is all also supported by interview, the teacher G used expert style in teach English subject. She gave an opinion that a teacher has knowledge and expertise that student need. Therefore, she had prepared the material before came to the class. In her teaching activity she had a resume of material that would be taught. She taught the material detailed to the student. She also reminded the students to prepared material for the next meeting. As she said that in interview:

> *"Before I taught them, I always prepare the material . I always strive to explain detailed the material for my students. I always suggest my students to have an understanding about the next material"*

In the implementation, she sets the high standards for her students to make her students to be active and always increase their ability in understanding of material. Teacher G stressed and reminded her students can understood about material that taught and students had to get high score. In interview, she said that:

> *"Study hard and have a good score are my suggestion to my student, I always give their motivation, and the end of learning process I give them score quise to see their understanding"*

In the end of her teaching process in classroom, Teacher G always gives information and insure about the material that had learned and would be learned. It was transmitted in order to students can well prepared it.

B. DISCUSSION

1. Teaching Style Used By English Teacher In Teaching English At Non English Class

In this discussion, the researcher discusses the result of teacher's teaching style in teaching English. In this research, the researcher used theory of teaching style by Anthony F. Grasha. Grasha identifies five teaching styles in his teaching style models based on what he regarded as methapors or role models. The five teaching styles are expert, formal authority, personal model, facilitator and delegator teaching style.[51] Based on findings, all of the teacher used facilitator teaching style in teaching English. In teaching activity, most of teacher guides student by asking questions, exploring options, suggesting alternatives and encouraging them to develop criteria to make informed choices. For example, teacher asked the students to make a group discussion about the topic then, the teacher give them some question. Here the teacher

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[51] Op.Cit.,P.154

works with student for some projects in a consultative fashion and provides such support and encouragement.

Furthermore, most of the teacher used personal model teaching style in teaching English. Anthony F. Grasha said that in personal model teaching style, the teacher oversees, guides and directs by showing how to do things and encouraging students to observe and then to emulate the instructor's approach.[52] In this research, based on interview and observation, some of teachers act as role model by demonstrating skills then as a coach in helping students develop and apply skills and knowledge. For example one of teacher who used personal model in her teaching style, in teaching English, she start with Demonstrate material, then Gave stimulate as illustrate the material, next Told experience, after that Giving and example, next Demonstrated how to solve or answer it, Demonstrated how to do some exercise, after that Questioning students and Gave questions, answer to check students student understanding and last Gave material fully reviewed the material. Here, the teacher who has a demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling.

In this research, the teachers rarely used formal authority teaching style. It is about one teacher used formal authority teaching style from 7 teachers. Anthony F. Grasha said that, teachers who have formal authority teaching style tend to focus on content.[53] This style is generally teacher centered and teacher as manager where the teacher feels responsible for providing and controlling the flow of the content and student is expected to receive the content.

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[52] Op.Cit., P.155
[53] Op.,Cit., P.155

CHAPTER V
CONCLUSION AND SUGGESTION

After analyzing and interpreting data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research questions, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. Conclusion

Based on the finding and discussion in chapter IV, so the conclusions is there are five teaching styles which are used by English teacher. There are expert, facilitator, formal authority, personal model and delegator teaching styles. The result showed that the dominant teaching style which is often used by the teacher is facilitator teaching styles. But the way to showed their teaching style was similar to each other. In facilitator teaching style, the teacher act as facilitator for the students. For example the teacher much more responsibility to take initiative for meeting the demands of various learning tasks and the teacher must give facilitation that students need.

B. Suggestions

After doing observations in the classroom and interview to the informants at STAIN Curup, the researcher would like to give some suggestions which may be useful for:

1. The University

This research can be reference for university holder in evaluating and monitoring the teacher in teaching activity. By monitoring the teacher progress in applying teaching style when they are teaching in classroom and giving learning sources on teaching style

to the teacher, such as books, cassettes, VCD, etc would help teacher in classroom. By doing these techniques, the researcher is hops that the condition or the atmosphere of students' learning in STAIN Curup especially in non English Class in teaching English will be improved.

2. The English Teacher

The English teacher is hoped can apply aspect of teaching style based on student's need in learning activities. The English teachers have to applied aspects of these teaching styles. It can be reference for the teacher in teaching to see condition of class, what the students need and want.

3. The other researcher

The study is not without limitation. The sample of the study was too small to generalize the findings throughout the country. A study with bigger sampling and the other location may provide different results. Thus, it is recommended that a new study should be conducted. Furthermore, this study focused only on the teachers.

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Nomor	: 1924/Sti.02/1/PP.00.9/08/2017	Curup, 16 Agustus 2017
Lampiran	: Proposal dan Instrumen	
Perihal	: *Rekomendasi Izin Penelitian*	

Kepada
Yth. **Ketua STAIN Curup**
Kab. Rejang Lebong

di -

Tempat

Assalamu'alaikum, Wr.Wb.

Dalam rangka penyusunan skripsi S.1 pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup:

Nama	:	**Elly Rosita**
NIM	:	**12551048**
Jurusan/Prodi	:	Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi	:	**An Analysis Of English Teachers Teaching Style In Non English Class At STAIN Curup.**
Waktu Penelitian	:	16 Agustus 2017 s.d 16 November 2017
Tempat Penelitian	:	Kampus STAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikianlah atas kerjasama dan izinnya diucapkan terima kasih.

a.n Ketua
Wakil Ketua I
Bidang Akademik,

Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 644/Sti.02/I/PP.00.9/08/ 2017
Tentang
REVISI JUDUL DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ; Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
		2.	Keputusan Menteri Agama RI Nomor I Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
		3.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		4.	Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
		5.	Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN:

Menetapkan			
Pertama	:	1.	Jumatul Hidayah, M.Pd 19780224 200121 2 002
		2.	Sarwo Edi, M.Pd -

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Elly Rosita**
N I M	:	**12551048**
JUDUL SKRIPSI	:	**An Analysis English Teachers' Teaching Style In Non English Class At STAIN Curup.**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup
Pada tanggal , 1 Agustus 2017
a.n. Ketua STAIN Curup
Wakil Ketua I,

Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Elly Rosita

NIM : 12551048

JURUSAN/ PRODI : Tarbiyah / Pendidikan Bahasa Inggris

PEMBIMBING I : Jumatul Hidayah , M. Pd

PEMBIMBING II : Sarwo Edi , M. Pd

JUDUL SKRIPSI : A Comparative Study Of Student
Learning Style Between Language
Class & Non Language Class
Students MAN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I,   Pembimbing II,

Jumatul Hidayah, M.Pd   Sarwo Edi , M. Pd

NIP.   NIP.

Table (Pembimbing II)

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	19/10/2016	- Chapter 1 → background, Fenomena, adding a theory		
2.	30/12/2016	- Acc chapter 1 - Chapter 2 (adding theory)		
3.	10/2/2017	- Foot note - Give your opinion to the theories		
4.	24/2/2017	- Chapter 1 and chapter 2 - check your expert		
5.	13/3/2017	- chapter 3 (change subject of the research and technig)		
6.	04/4/2017	- Chapter 4 (Finding & discussion)		
7.	14/12/2017	- Acc chapter 4 - chapter 5		
8.	29/01/2018	Go to Munaqosah		

Table (Pembimbing I)

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing 1	Paraf Mahasiswa
1.	14/8/2017	- Phenomena and theory - Theory		
2.	25/8/2017	- Chapter I, II, III - Research Instrument		
3.	02/9/2017	- chapter I, II, III - Acc Chapter I, II, III		
4.	13/10/2017	- Chapter IV, V - Abstract		
5.	29/01/2018	- Chapter V (change conclusion)		
6.	30/01/2018	- Acc go to Munaqosah		
7.				
8.				