

**TEACHERS' TEACHING STYLE IN TEACHING ENGLISH BASED ON
CURRICULUM 2013 AT THE TENTH GRADE OF MAN KLATEN IN
ACADEMIC YEAR 2016 / 2017**

THESIS

Submitted as A Partial Requirements

for the Degree of Undergraduate in State Islamic Institute of Surakarta



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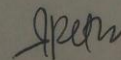
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DEDICATION

This thesis is dedicated for:

1. My beloved parents. Who always pray for me and give all of their life to me.
2. My beloved brothers.
3. My beloved Big Family.
4. All of my friends.
5. ALIEN Class.
6. Safety fams.
7. IAIN SURAKARTA Futsal Club.
8. My beloved almamater IAIN Surakarta.

MOTTO

Sometimes you win, sometimes you learn

(researcher)

You can if you think you can

(Norman Vincent Peale)

This life is an educator and we are always in a state must learn.

~Bruce Lee~

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Teachers' Teaching Style in Teaching English Based on Curriculum 2013 at the Tenth Grade of MAN Klaten in Academic Year 2016 / 2017.*" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, God all mighty for all blessings and mercies so the researcher was able to finish this thesis entitled “*teachers’ Teaching Style in Teaching English Based on Curriculum 2013 at Tenth Grade of MAN Klaten in Academic Year 2016 / 2017*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. He hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, August 2017

The researcher,

Sunaryo

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ABSTRACT

Sunaryo. 2017. Teachers' Teaching Style in Teaching English Based on Curriculum 2013 at Tenth Grade of MAN Klaten in Academic Year 2016/2017. Thesis. English Education Department, Islamic Education and Teacher Training Faculty. IAIN Surakarta.

Advisor : Dra. Hj. Woro Retnaningsih, M.Pd.

Key Words : *teaching style, teaching English process, Curriculum 2013*

The problem of the research was what are teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017, and what are the strengths and weaknesses of teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017. The research subject was English teachers at tenth grade of MAN Klaten. The objective of the research was to describe the teachers' teaching style and strengths and weaknesses of teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017.

The research was descriptive qualitative research. The research was conducted in MAN Klaten. The respondents refer to the English teachers at tenth grade of MAN Klaten. The data was collected by using observation, and interview. The techniques of analyzing the data are data collecting, reducing the data, presenting the data and drawing the conclusion. The data used the data triangulation technique to show the trustworthiness of the data.

The result of this research showed that teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017 were Expert teaching style, Formal Authority teaching style, and Personal Model teaching style. The strengths of teaching style are teacher possesses knowledge and expertise that students need, teacher also strives to maintain status as an expert among student by displaying detailed knowledge and by challenging students to enhance their competence, can support the students to master the material. In formal authority teaching style the positive effect is the students clear on expectations and acceptable ways of doing things, established a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach, it provides close the relation between teacher and students. there are weaknesses; first, the students just have to obey the teacher's rule in the class, and discussion. Second, less flexible ways of managing students and their concerns. The last, some students feel uncomfortable with teacher.

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers have a big contribution in education. They are educator, motivator, and facilitator for the students. A teacher is admitted to have a very important role in a process of personality formation for her students. It can be seen from the influence of a teacher that can exceed the role of the parent for the students. That role needs to be well recognized by the teacher in facing a study interaction. Teachers should be able to know the psychology of students that makes teaching and learning activities meet smoothly.

In teaching activities, teacher not only focuses on the skill dimensions of the realm of copyright but also on the skill dimensions of the realm of feeling and intention. For the perspective of educational psychology, teaching in principle means the act of a person (teacher) who makes other (students) learn, in the sense of changing the whole dimension of behavior.

Effective teacher will be different from the regular teacher. Effective teacher would give a relatively well-targeted touch and orientate more to build student interest. Sardiman (2011:142) states that one of the functions of the teacher is as a motivator that can increase the passion and the development of students' learning activities. Students also have many characters, therefore the teachers have to know the teacher from each students.

The teacher has relevant approach to make the relation between teacher and students are more harmony. Teacher did not only teach about academic materials but also teach about the social; relationship with each other. Fischer and Fischer (1979) identify six categories which include task Oriented, Cooperative Planner and Subject Centered. There are numerous other classifications of teaching style.

For the purposes of this orientation, the theories of Grasha&Grasha, who divide teaching styles into four areas. (a) Formal authority approach focuses on content and can be very instructor-centered. The instructor defines the theories, principles, concepts or terms that the student needs to learn and organizes them into a sequenced set of goals or objectives. Evaluations are a necessary part of course planning as they allow the instructor to ascertain the amount of students learning that has taken place, (b) Demonstrator approach concentrates on the performance of an academic procedure. The instructor defines the steps an expert in the field would use to accomplish necessary tasks as well as defines the standards which would indicate mastery in applying these procedures. The instructor then develops situations in which these steps can be performed and results observed. The instructor may be the one who demonstrates the procedures, students may be the ones practicing the procedures, or some combination of both, (c) Facilitators is 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 responsibility placed on the students to take the initiative for meeting the

demands of various learning tasks. Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving, (d) Delegator is teachers who practice a delegator teaching style tend to place control and responsibility for learning individuals or groups of students. This teacher will often give students a choice in designing and implementing their own complex learning projects and will act in a consultative role.

Teachers need interesting teaching style to teach the students. It will be very helpful to encourage the students to learn English. The teachers should use the skill of variability. According to Gladman (1885) as quoted by C. Turney et al (1983: 104), variety in teaching is essential to deal with children. Variation and variety have been associated with both enjoyable living and good teaching. Many of the maxims regarding variety in teaching are supported by growing and compelling body of researches and theories.

Learning English can not be separated from teachers' role. The teachers give some materials about English lesson, but sometimes their ways of teaching make the students bored and think that English lesson is not interesting. From this problem, researcher know that the teachers need interesting teaching styles to teach their students and to make their students enthusiastic to study English. In order to make successful English teaching, the teachers have got challenging tasks to motivate the students. It will be very helpful to encourage the students to learn English. The teachers should use their skill of variability.

According to Gladman (1885) as quoted by C. Turney et al (1983:104), variety in teaching is essential to deal with children. Variation and variety have been associated with both enjoyable living and good teaching. Today, many of the maxims regarding variety in teaching are supported by growing and compelling body of researches and theories.

The components of the skill of variability cluster in three main areas (variations connected with manner or personal teaching style, variations in the media and materials instruction, and variations in the pattern and levels of interaction between teacher and pupils). The careful and purposeful blending of these components in teaching can do much to secure and maintain pupil attention, create interest and promote learning. The skill of variability is much broader than the other skills (reinforcement, basic questioning, etc). It may be classified as a composite or integrative skill since it consists of a combination of components including some aspects of skill already treated (reinforcement, basic questioning, etc). While bringing together some aspects of the earlier skills, the skill of variability also provides for more specialized skill training in such areas as teacher animation, and teacher-pupil discourse (Turney. C, 1983:104).

One of the variations in teaching is the teachers' teaching styles. Variations in the teacher's manner and personal style, especially those which portray enthusiasm, energy and animation, are clearly related to pupil learning but the relationship is not a simple one. according to Cruickshank

and Kennedy (1983:104), teaching style needs to be adapted to particular learning objectives and tasks).

Curriculum is the main part of education system. It becomes the guidelines for teachers to understand what they should achieve on teaching and learning process. The curriculum is important because it is the education's success key in every country where every curriculum maps the needs and the possible outcomes of the education process.

In Indonesia, curriculum develops as well. The government always takes effort to fix and adjust the current curriculum especially to follow the latest demands and society. Some curriculums have already been developed and used in Indonesia, such as Kurikulum Sekolah Dasar, Kurikulum Proyek Perintis Sekolah Pembangunan (PPSP), Curriculum 1984, Curriculum 1994, Competency Based Curriculum (KBK), School Based Curriculum (KTSP), and the latest is Curriculum 2013. Curriculum 2013 is relatively new in Indonesia since the implementation of this curriculum for some schools in Indonesia was started in the academic year of 2014-2015.

Based on the background above, the researcher is interested in conducting about description students English learning in MAN Klaten. In this thesis, the researcher tried to focus on Teachers' Teaching Style Variations. Based on the description above the researcher chose and determined the research entitled "Teachers' Teaching Style in Teaching English Based on Curriculum 2013 at Tenth Grade of Man Klaten in Academic Year 2016/2017".

B. Identification of Problem

Based on the background of study, the researcher can identify some problems in teachers' teaching style in teaching English of MAN Klaten. They are as follows:

1. Teachers be able to know the variations of teaching that makes teaching and learning activities meet smoothly.
2. Skill of variability is related to the teachers' animation and enthusiasm or can be related to teachers' teaching style.

C. Limiation of Problem

In order to get specific purpose and focuses of the research, it is necessary to limit the research. Based on the background and identification of the problem, the researcher focus on the teacher teaching style in English classroom activity.

This study focuses on teachers teaching style were performed by English teacher in classroom activity at tenth grade of MAN Klaten in academic year 2016/2017

D. Problem Statement

Based on the background of the study above, the researcher formulates the problem as follows:

1. What are the teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017?

2. What are the strengths and weaknesses of the teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade students of MAN Klaten in academic year 2016/2017?

E. Objective of the Study

The purpose of this research are:

1. To describe the teachers' teaching styles in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten.
2. To describe the strengths and the weaknesses of teachers' teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten.

F. Benefits of the Study

1. The theoretical benefit
 - a. Giving description about the teachers' teaching style in English classroom activity based on Curriculum 2013 at tenth grade of MAN Klaten.
 - b. Giving facilitate other researchers as a reference in the teachers' teaching style in English classroom activity based on Curriculum 2013 at tenth grade of MAN Klaten.

2. The practical benefit

- a. For the researcher

The result of this research can be used as one of the ways to develop the researcher's knowledge and experience.

b. For teachers

The result of this research gives information about the teachers' teaching style in English classroom activity based on Curriculum 2013 at tenth grade of MAN Klaten.

c. For student

With the teachers teaching style variations students can learning comfortable and supporting situations when English learning activities in classroom.

d. Other reasearh on the teaching style variation

The result of this study can help other researcher as a reference in conducting further studies in teaching style variations.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Teaching Style

a. Definition of Teaching Style

Many people argued that style were important in teaching learning process, because it will make a drawing who is she/he as a teacher, what she/he wants to become. It is in line with Grasha (2002:1) that style is important in teaching, identifying the elements of our styles as a teachers has proved to be difficult.

Webster's dictionary (2004) defines style as "a manner or mode of acting or performing, a distinctive or characteristic manner, or a manner or tone assumed in discourse." Grasha (2002:4) expressed his views related to the elements of teaching style:

"The views expressed by these authors suggest that our modes of behavior as teachers include such elements as; "mental, spiritual, and physical acts"; "speaking, listening, responding"; "voice, gesture, movements"; "facilitating, encouraging;" using a "trained eye to see what is actually happening"; and "the openness we have to questions." This list is complete but it does indicate the diversity of the qualities associated with modes of performing."

It means that there are some elements that build teaching styles that include such as: mental and physical act, voice, gesture, movements, speaking, listening, responding, and many others. According to Fischer and Fischer (1979:245) the use of "style" refers to a pervasive quality in the behavior of an individual, a quality that

persists though the content may change. Our teaching style represents those enduring personal qualities and behaviors that appear in how we conduct our classes. Thus, it were both something that defines us, that guides and directs our instructional processes, and that has effects on students and their ability to learn (Grasha, 2002:1). From the sentences above, the researcher will conclude that teaching style is a quality of a teacher when he/she teach the students, it will can make a drawing how is he/she as a teacher.

b. Kinds of Teaching Style

There are some kinds of teaching styles which are stated by some experts. Ali (2010) divides teaching style into four styles:

1) Classic teaching style

Teacher with this style is still applying the conceptionn is the one of way when learning with any risks that will be received. Teacher is still dominating the class without giving the chances to students' to be active until blocking student's development in leaning process. It can't be blamed where the class condition is filled by most of passive students. Classic teaching style has two genres:

a) Perennialism genre that emphasizes for culture's delivery is centered for humanity

b) Essentialism genre that emphasizes for culture's delivery is centered for audience.

In perennialism genre, the lesson is dominating for forming intellecting basic and communicating the outside of world. The perennialism education's goal is repairing the intellect with main discipline the mental. The essentialism genre is containing the information practically to teach the skills essentially and useful to live productively. The classic education is arranged by experts and emphasizing the teacher as a model and students have to imitate their teacher.

2) Technological teaching style

The focus of this teaching style is student's competency individually; the lesson is suitable with student's preparation. The content of lesson is dominant. Because of it, the lesson is designed by the experts. The student's learning is learning with the sets of equipment and media. With responding for what is asked by sets of equipment, students are able to learn what useful is for their life. The teacher's playing only guide, director and facilitator in learning because the lessons are programmed. The technological education is important branch from scientific technology. The developments of usage technology term are divided in three categories:

- a) The usage of audio visual aids in the class for clearing the information and simulating to think.
- b) The usage of programmed substance.

c) The usage of computer in education.

3) Personalize teaching style

Teacher with this style is the one of key success for accomplishment of achievement students. Teacher gives lesson is not only making the students are smart, but also making teacher is smarter. Teacher with personalize teaching style will always improve the learning and viewing the students are same with teacher. Teacher cannot force the students to be same with him, but students have different interests and talents.

There are two genres in personalize that progressive genre with its figure John Dewey views that teaching situation is functional to decide discipline and direct of experience learning that guiding to intelligence's structure. The romantic group with its figure JJ. Rosseau views that the child has to free. The teacher's playing is preparing the environment in order to child get the experience the main objective of personalize teaching is to develop the student's personal to be whole, until they can solve the problem in their life. Because of that, the development of thinking's ability as tool in personal's done has large meaning and done through the complex activities like example the discovery method. The problem is faced relating the real life.

4) Interactional teaching style

Interactional teaching style is dominating the dialogue with students as interaction. Teacher with student or student with student are dependence each other. It means that they become learning's subject. In this case, teacher gives a problem to students and with discussion process, students share opinion, responding and interrupting or supporting other opinions until the conclusion is found for the problem. The basic point of view about interactional teaching is output of learning is got from interaction teacher with students or student and students with their life. The substance of lesson in interactional teaching is not arranged according to one subject. In other words, it is developed from social-cultural problem contemporary. Based on that problem, it can be found a new idea which is modified from ideas that appear and developing. Because of that, it is not met in formula curriculum that arranged.

According to Grasha (2002:1), he proposed five teaching styles, namely:

1) Expert

Teacher possesses knowledge and expertise that students need. Teacher also strives to maintain status as an expert among student by displaying detailed knowledge and by challenging students to enhance their competence. He

concerned with transmitting information and insuring that students are well prepared.

Advantage: The information, knowledge, and skills such individual possess for the students.

Disadvantages: If the style is overused, the display of knowledge can be intimidating to less experienced students. They may not always show the underlying thought processes that produced answers.

2) Formal Authority

Teacher possesses status among students because of knowledge and role as a school member. He concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students and also he concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

Advantage: the teachers focus on clear expectations and acceptable ways of doing things.

Disadvantages: A strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

3) Personal Model

Teacher believes in “teaching by personal example” and established a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor’s approach.

Advantage: Teacher gives emphasis on direct observation and following a role model

Disadvantage: some teachers may believe their approach is *the best way* leading some students to feel inadequate if they cannot live up to such expectations and standards.

4) Facilitator

Teacher emphasizes the personal nature of teacher=student interactions. Guides and students by asking question, exploring options, suggesting alternatives, and encouraging them o develop in students the capacity for independent action, initiative, and responsibility. Teacher works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible.

Advantage: The personal flexibility, the focus on students’ needs and goals, and the willingness to explore options and alternative courses of action.

Disadvantages: Style is often time consuming and is sometimes employed when a more direct approach is needed. This can make students uncomfortable if it is not employed in a positive and affirming manner.

5) Delegator

Teacher concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

Advantage: Teacher helps students to perceive themselves as independent learners.

Disadvantage: It may misread student's readiness for independent work. Some students may become anxious when given autonomy.

Those teaching style can be used by the teachers in teaching their students. They can do those teaching style while explaining the materials or giving assignments for the students. By those variations, teachers can attract the students' attention.

In the earlier era, Fischer and Fischer (1979:251) proposed their 6 styles of teaching, those are:

1) The Task-Oriented

These teachers prescribe the materials to be learned and demand specific performance on the part of the students. Learning to be accomplished may be specified on an individual basis, and an explicit system of accounting keeps track of how well each student meets the stated expectations.

2) The Cooperative Planner

These teachers plan the means and of instruction with student cooperation. They are still “in charge” of the learning process, but with their adult experience and professional background, they guide the students’ learning. Opinions of the learners are not only listened to, but are respected. These teachers encourage and support student participation at all levels.

3) The Child Centered

The teacher provides a structure for students to pursue whatever they want to do or whatever interests them. The genuinely emergent curriculum would fit this style, for preplanning by the teacher always takes a back seat to the interest and curiosity of the child. This style is not only extremely rare, it is almost impossible to imagine in its pure form because the classroom, with its adult-child ratio and adult

responsible environment, automatically encourages some interests and discourages others.

4) The Subject Centered

These teachers focus on organized content to the near exclusion of the learner. By “covering the subject,” they satisfy their consciences even if little learning takes place.

5) The Learning Centered

These teachers have equal concern for the students and for the curricular objectives, the materials to be learned. They reject the over-emphasis of both the “child-centered” and “subject-centered” styles, and instead help students, whatever their abilities or disabilities, develop toward substantive goals as well as in their autonomy in learning.

6) The Emotionally Exciting and Its Counterpart.

These teachers show their own intensive emotional involvement in teaching. They enter the teaching-learning process with zeal and usually produce a classroom atmosphere of excitement and high emotion. Their counterparts conduct classroom studied in emotional tone, where rational processes predominate, and the learning is dispassionate though just as significant and meaningful as in the classrooms of the emotionally more involved teachers.

Those teaching style can be used by the teachers in teaching their students. They can do those teaching style while explaining the materials or giving assignments for the students. By those variations, teachers can attract the students' attention.

c. Teaching Style Variations

Variations in the teachers' manner or personal style are infinite in their possibilities. These changes,, carefully employed, can do much to attract and sustain attention, convey meaning, and enhance communication and portray animation. According to C. Turney et al (1983:115), variability of style and manner will be shows in the following ways:

1) Voice variations

These will include changes in the tone, pitch, volume and speed. A pleasant conversational talking style seems best for the teacher to adopt and this will naturally include moderate vocal variations such as those mentioned. There will be occasion, however, when the teacher may need to make more deliberate variations to dramatize an event, emphasize points, relate quietly to an individual pupil, speak sharply to an inattentive child, and so on.

2) Focusing

To focus attention on significant or key aspects the teacher may use "verbal markers of importance", such as "watch closely", "now

this is important". Such verbal focusing is often accompanied by gesture focusing where the teacher points to an object or taps the blackboard for emphasis

3) Pausing

The insertion of spaces of silence in teacher talk and teaching activity is another attention-demanding device. It captures attention by changing the stimulus from one of noise to quiet, or from one of activity to inactivity. It can be used to break teaching into easily processed units, marking the end of one teaching and preparing the pupils for the next. In questioning sequences the teacher's use of pauses or "wait time" after asking a question allows pupils to organize more complete answers. In discussion pausing allows pupils to reflect on what has been said.

4) Eye contact

When talking to or interacting with pupils the teacher should gaze around the classroom, meeting pupils' eyes, establishing a positive relationship and avoiding impersonality. Eye contact may also be used to convey information and respond to an answer or comment. By fixing his / her gaze in inattentive pupils the teacher can gain their attention or by shifting eye contact, gauge pupil interest and understanding.

5) Gesturing

Variations in facial expression, hand, head, and body movements are an important aspect of communication. A smile or frown, a wave on the hand or turning towards a particular pupil, not only attract attention but also help convey the meaning of the oral message.

6) Movement

The movement of the teacher in the teaching space can help sustain attention and personalize teaching. As the occasion demands, the teacher may move to the back or front, left or right sides of the classroom, among, behind and beside pupils

Those variations can be used by the teachers in teaching their students. They can do those variations while explaining the materials or giving assignments for the students. By those variations, teachers can attract the students' attention.

d. Teaching-Learning English

1) Definition of teaching

Teaching come from the word 'teach' which means "to give lessons to the students in a school, collage, university, etc." or to help somebody learn something by giving information about it" (taken from Oxford Advanced Learner's Dictionary.p. 1386)

For many years, the experts of language education have tried to propose and develop several ways to teach English effectively

and efficiently so that the students, especially the EFL/ESL students, are able to understand then apply English easily and fluently. In a language teaching, a teacher must know the set of options at the levels of theory and practice to each..an american applied linguist, Edward Anthony (in Fauziati, 2002:3), “clearly identifies three levels of conceptualization and organization which are termed as approach, method, and technique.”

Teaching may be said to cover not only activities of guiding students activities but also those which aim at helping students develop themselves and be able to adapt themselves in the group which they are belong. At the result of teaching the students should be able to interest in their group.

2) Concept of Language Teaching-Learning process

a) Language Teaching

Bowden and Ference (1998:3) state that teaching does not mean transferring knowledge to students, but it is helping students to develop their own knowledge. In the same line with them, Brown(1994) defines teaching as giving guidance and facility that brings students to learn. according to Bowden and Ference (1998:13), teaching contributes to students’ learning, to their developing knowledge, which is new to them but not necessarily new to others.

From those definition, the researcher can conclude that language teaching is an effort to help students to be able to use language fluently by providing activities to bring language learning. Language teaching is important for human life because everybody needs language for communicating.

b) Language Learning

According to Klein (199:2), learning as an experiential processes that resulting in a relatively permanent change in behavior that can be explained by temporary states, maturaion, or innate tendencies. Learning can also be defined as a relatively permanent chnge in a behavioral tendency and is result of reinforced practice.

From those statement, the researcher could conclude that the definitions of language learning is a process of habbit formationto form knowledge and compeencies about language by means of a stimulus-response sequence and the feeling of the learning that the result is relatively permanent chage in behavior. Besides that, language learning also needs to use the target language actively as a positie effect in language learning process.

3) The Function of the Teacher

Teacher is most important element in teaching learning process. To create the effective teaching, the teacher should have and carry out the five function of the teacher. According to Nunan (in Fauziati, 2009:46-47), the five most important functions of the teachers are as follows:

- a) The cognitive function. The teacher possesses knowledge desired by the students about the target language and culture. We, teachers have this knowledge, which the students expect us to impart to them.
- b) The classroom management function. Our students and society in which we work expect us to take responsibility for how the students' time is used in this class. The students rely on our training and experience with materials, schedules and techniques
- c) Practical goal. The teacher is expected to take these vaguely thought out or articulated goals and give them practical expression.
- d) The personal or interpersonal function. As teacher with the desired skills, knowledge and expertise, we have a great deal of power in the classroom and it is our responsibility to get the tone or interpersonal classroom climate.
- e) The humanistic function. It is closely related to the fourth, but is subtler. It has to do with the warmth and enthusiasm that the

teacher radiates to the learner. The teacher should spread the vibes of affection and passion so that the learners learn better.

Those the function of teacher to create the effective teaching, the teacher should have and carry out the five functions of the teacher. Because teacher is the most important element in the teaching learning process

4) **Definition of learning**

Understanding the term of learning is not a new thing, because learning has been recognized outside from Indonesia and around the world. Each expert has a different definition. According to R. Gagne (1989), learning can be defined as a process in which an organism changes its behavior as a result of experience. According to Burton in Usman and Setyawati (1993:4), learning can be defined as the behavior of the individual self as the result of their interaction between individuals with another and individuals with their environment with the result that their abilities are better to interact with their environment. While according to E.R. Hilgard (1962), learning is a change in reaction to environmental activities. A change in activity encompasses the knowledge, skills, behaviors, and this is obtained through practice (experience). Learning is something of which we all have an understanding and in which we have all participated. This participation has been in a very wide range of settings, both formal and informal, ranging from the

relative confines of a school classroom, to the wide open spaces of the countryside or a quiet corner where a chance conversation led to deeper understanding of some topic or another.

Learning is not exclusive to the domain of an education system. Learning begins a very long time before school, continues for even longer after school, and happens rapidly, and in parallel with school, in a great number of different ways and settings. Learning proceeds in a number of different ways, and has been described and explained by many different interested researchers and opinion-makers over many years. Each of us will identify one or less strongly with different definitions from the list presented. In everyday terms, it is supposed that learning is the process of gaining more knowledge, or of learning how to do something—ride a bike, for example. As we will see, learning is viewed differently by those who have spent time investigating and experimenting in the field.

According to the context of their work and other factors exerting influence at the time. We will look at the work of both behaviorist and cognitive psychologists and consider the very different approaches that each takes and the very different definitions that each might offer of process which, for most of us, comes very naturally.

A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms that is teachers. A search in contemporary dictionaries reveals that learning is “acquiring or getting of knowledge of a subject or a skill by a study, experience or instruction oddly, an educational psychologist would define learning even more succinctly as “ a change an individual’s caused by experience” (Slavin, 2003:13). Similarly, teaching, which is implied in the first definition of learning, maybe defined as “ showing or helping someone to learn how to do something, give instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Learning is acquisition or “getting”, retention of information or skill. The retention implies storage systems, memories, cognitive organization. Learning involves active, conscious focus on acting, upon events outside or inside the organism.

Learning is defined as the modifying or strengthening of behavior through experience. Based on the definition, learning is process that means continuing an active act, not only result or purpose; learning can be reached by experience not remembered the result of learning is not defined as a comprehension of exercise, but it can be seen from the change of behavior

However another term of learning defined that learning is a process of transforming behavior through an interaction with the environment. It can be seen that the purpose of learning has seem principle to change the behavior through different kind of effort. This definition drives to the conclusion that learning is influenced by environment. William Burton argued that a good learning situation consist of a reach and varied series of earning experiences unified around vigorous purpose carried on in interaction with a reach, varied, and provocative environment. He also stated that experience means living through actual situation of a reacting vigorous and various aspects of those situations for purposes apparent to the learner. Experience includes whatever one does or undergoes which result in changed behavior, values, meaning, attitudes and skill. Thus, learning is a continuous process o change the behavior of learners in aspect of values, meanings, attitudes and skill influenced by environment.

The concepts of learning process that are not different such as a search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction. C.T Morgan (2009:4 in Sobry) states “is relatively permanent change in an individual’s knowledge or behavior that result from previous experience”.

Brown (1994:7) say that learning is acquiring of getting of knowledge of a subject or skill by study, experience or instruction”. Another definition of learning is also proposed by Kimble and Garnezy (in Brown, 1994:7). They define learning as a relatively permanent change in a behavioral tendency and are result of reinforced practice. From the definitions, we can conclude that:

- a) Learning is acquisition or getting
- b) Learning is retention of information or skill
- c) Retention implies storage systems, memory and cognitive organization
- d) Learning involves active, conscious focus and on acting upon events outside or inside the organism
- e) Learning is relatively permanent but subject to forgetting
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a change in behavior

According to definitions above, learning activity is a process with can motivate someone to change their behavior and maturation into relatively permanent position through experiences that involve their cognitive process, and should be done interactively between the teachers and he students. To interactive nature of learning means that evaluations designed to guide

instruction must focus on interaction themselves, not on individual component of interaction.

From the idea above, it can be concluded that learning process is a process in relatively permanent change in an individual's knowledge or behavior.

5) **Learning model**

According to Gagne in Mufarokah (2013:40), Gagne categorize students' learning patterns into 8 types, which is a prerequisite for the other is a higher hierarchy. These eight types of learning, according to Abin Syamsudin in Mufarokah (2013:40) are as follows:

a) Signal learning

Signal learning can be defined as the process of mastering the basic patterns of behavior that are involuntary (accidental and based on the goal). A necessary condition to learn this type of bag is ongoing given stimulus (signal) simultaneously-simulating certain simulations repeatedly.

b) Stimulus- Responses Learning

If the above types can be categorized into types, the types of learning classical condition is concluded into the instrumental condition (Kinnle-1961, in Mufarokah 41) or learned by trial and error (Thorndike). A necessary condition to

be able to learn this is the type of ongoing reinforcement factor (reinforcement, affirmation).

c) Chaining

Chaining is learning to make a series of motor movements, and eventually formed a series of movements in a certain order

d) Verbal Association

Learning to connect a word with an object in the form of objects, people and events; and stringing a number of words in the proper order. Conditions must be created, in this learning process is internally within the students must have possessed a number of units of SR pattern, both psychomotor / verbal.

e) Discrimination Learning

Learning to use the various series of widespread experience. The main conditions to be ongoing this type of learning is the student already has a wealth of experience.

f) Concept Learning

Learning concept is one way of learning with understanding, and often known as the “concept formation”. Required in this concept study are already skilled in child Discrimination learning.

g) Rule Learning

Learning is by using a series of past events or concepts to arrive at a principle which may apply to some things or events on the basis of a rule or presumption.

h) Problem solving

Learning to solve problems based on principle or symptoms or past events with several possibilities. The pattern of these level students learns to formulate or solve problems using a variety of rules that has been mastered.

Based on explanation about the types of learning model, the researcher conclude that is any learning model that used by people to mastering the basic patterns of behavior that are involuntary.

2. Review on Curriculum

a. Definition of Curriculum

Etymologically, term of “curriculum” come from Greek language, namely: curer that the meaning is runner and curer that has meaning raced placed. Furthermore in France, the term of curriculum come from word “curer” that the meaning was to run. Curriculum means a distance that must be passed by a runner from start line up to the finish line to get medal or prized. The distance that must be passed, then changed to be school program and all of people that is involved in it.

According to Thomas and Berlin, (2014:3) in Dictionary of Education he said that Curriculum is a general overall plan of the

content or specific studies of that the school should offer the student by way qualifying him for graduation or certification or for entrance into a professional or a vocational.

Table 2.1 Definitions of Curriculum

Expert	Definition of Curriculum
John Franklin Bobbit (1918)	Curriculum as an idea, has its roots in the Latin word for race-course, explaining the curriculum as the course of deeds and experiences through which children become the adult they should be, for success in adult society.
Hilda Taba (1962)	A curriculum is a plan for learning.
Casswell and Campbell (1935)	Curriculum is all of the experiences children have under the guidance of teacher.
Edward A. Krug (1957)	A curriculum consists of the means used to achieve or carry out given purposes of schooling.

Source: Ruhimat (4-5, 2011)

From the various definitions of curriculum that has been described above, it can be concluded that the definition of the curriculum is a device that used as a reference in developing a learning process that

contains students' activities to achieve a specific learning objectives and purpose of education in general.

b. The Function of Curriculum

Basically, curriculum serves as a guide or reference. For teachers, the curriculum serves as a guide in implementing the learning process. For Headmaster and supervisors, curriculum serves as a guideline in conducting supervision or oversight. For parents, the curriculum serves as a guide in guiding their children learn at home. For society, the curriculum serves as a guide to provide assistance to the educational process in schools. As for students, the curriculum serves as a study guide. According to Ruhimat (2011:9-10), the functions of the curriculum are:

1) Adjustment function (the adjustive or adaptive function)

Adjustment function implies that the curriculum as an educational tool to be able to direct students to have well-adjusted is able to adapt themselves to the environment, both physical environment and social environment. The neighborhood itself is constantly changing and dynamic. Therefore, students must have the ability to adapt to changes in their environment.

2) Integration function (the integrating function)

Integration function implies that the curriculum as an educational tool to be able to produce individuals who are intact. The students are basically integral part of the community.

Therefore, students should have a personality that is needed to be able to live and integrate with the community.

3) Differential function (the differentiating function)

Differentiation function implies that the curriculum as an educational tool to be able to provide services to the individual differences of students. Each student has a difference, both physical and psychological aspects that should be cherished and well served.

4) Preparation function (the propaedeutic function)

Preparation function implies that the curriculum as an educational tool to be able to prepare students to continue their studies to the next education level. In addition, the curriculum is also expected to prepare students to be able to live in the community if for some reasons, cannot continue their education.

5) Selection Function (the selective function)

The selection function implies that the curriculum as an educational tool to be able to provide the opportunity for students to choose programs of study in accordance with their ability and interest. The selection function is closely related to the function of differentiation, because the recognition of the existence of individual differences in students means also gave the opportunity for the students to choose what suits your interests and abilities. To

realize these two functions, the curriculum needs to be arranged in a more broad and flexible.

6) Diagnostic function (the diagnostic function)

Diagnostic function implies that the curriculum as an educational tool to be able to help and guide the students to be able to understand and accept the strength (potency) and its weaknesses. If students are able to understand the strengths and weaknesses that is in herself, it is expected that students can develop the potential of its strength or improve their weaknesses.

Based on explanation above can be conclude that the curriculum serves as a guide in implementing the learning process, and curriculum serves as a guide to provide assistance to the educational process`

c. Curriculum 2013

Curriculum 2013 is improves mindset, strengthens governance curriculum, deepens, and expands the material, reinforces learning, and adjusts learning load in order to ensure compatibility between what is desirable to what produced (Permendikbud, 2013:81A).

Curriculum 2013 according to Daryanto (2014:1) is an educational response to the needs of society and language in developing the nation youth. In pedagogical, education curriculum is designed to give learners the opportunity to develop students' potential in a fun learning environment and in accordance with his ability to

have the desired quality of the community and nation. In juridical, the curriculum is a public policy that is based on the philosophical foundation of the nation and judicial decisions in the field of education.

Based on explanation above can be conclude that Curriculum 2013 is improves mindset, strengthens governance curriculum, deepens, and expands the material, reinforces learning, and adjusts learning load in order to ensure compatibility between what is desirable to what produced.

d. The Implementation of Curriculum 2013

The implementation of Curriculum 2013 is based on competency and character based curriculum, that give the students with various attitudes and ability agree with period and technology expansion (Mulyasa, 2014:6). According to Daryanto (2014:12) Implementation of the curriculum at the elementary school (SD/MI), a junior high school (SMP/MTs), senior high school/Madrasah Aliyah (SMA/MA), and the Vocational School (SMK/MAK) carried out in stages starting 2013/2014 school year. The implementation of curriculum in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK using the guidelines listed in the curriculum implementation PERMENDIKBUD No.8 1ain 2013 which include:

- 1) Guideline for the Management of Education Unit Level Curriculum.
- 2) Guidelines for Development of Local Content.

- 3) Guidelines for Extracurricular Activities.
- 4) General Guidelines for Learning.
- 5) Guidelines for Curriculum Evaluation.

According to Daryanto (2014:12-13) Guideline for the Management of Education Unit Level Curriculum aims to:

- 1) Became operational reference for principals and teachers in developing and managing curriculum optimally in the education unit.
- 2) Became operational reference for education departments or ministries of religion provinces and districts/ cities in doing coordination and supervision of the preparation and management of the curriculum in any educational institution.

e. Principles of Learning Curriculum 2013

Daryanto (2014:16-19) defines the implementation of learning on the implementation of the 2013 curriculum has different characteristics from the implementation of the 2006 curriculum. Based on the analysis of the expected conditions are then obtained fourteen key principles of learning that teachers need apply. The fourteen principles stated by Daryanto (2014: 16), they are:

- 1) From the students were told to the students to find out.
- 2) From the teacher as the sole source of learning into a variety of learning-based sources.

- 3) From a textual approach to the process as strengthening the use of the scientific approach.
- 4) From content-based learning towards competency-based learning
- 5) From partial towards integrated learning lessons.
- 6) From learning that emphasizes a single answer to the truth of learning with multi-dimensional answer.
- 7) From verbal learning to applicable skills.
- 8) The increase and the balance between the physical skills (hard skills) and mental skills (soft skills).
- 9) Acculturation and learning that promotes the empowerment of students as lifelong learners.
- 10) Lessons that apply to the values of exemplary members (*ing ngarso sung tulodo*), and develop the creativity of students in the learning process (*Tut Wuri Handayani*).
- 11) Learning takes place at home, at school, and in the community.
- 12) Learning to apply the principle that anyone who is a teacher, anyone who is a student, and in which alone is class.
- 13) Utilization of information and communication technology (ICT) to improve the efficiency and effectiveness of learning.
- 14) Recognition of individual differences and cultural back ground of students, the ideals, family background, how was educated at home, perspectives, way soft learning, ways of thinking, different students' beliefs.

B. Previous Study

In this research, the researcher used some previous study to valid the originality. The researcher used two previous studies. The first, the researcher took previous study from the journal of *College Teaching and Learning* published on January 2008 volume 5 Number 1 composed by Provitera and Essendal entitled “*Learning and Teaching Styles in Management Education: Identifying, Analyzing, and Facilitating*”. This paper provides a brief review of teaching and learning styles used in management education. Professors, like students, demonstrable a number of learning styles and a professor has some responsibility to organize and present a course to satisfy students’ varied learning styles. After a brief review of the literature this paper suggests ways to assess the teaching and learning styles of management educators and students. In this paper takes the theory of teaching style proposed by Grasha (1996) those are: expert, formal authority, personal model, facilitator, and delegator. While the learning style is from Felder and Soloman, include: active and reflective learners, sensing and intuitive learners, visual and verbal learners, and sequential and global learners.

The second, the researcher took previous study from Lilik Sumarsih thesis. She was the students of English Education Department of IAIN Surakarta that graduates in July 2014. Her thesis entitled “*Teaching Style in GTO*”. The research uses Grasha theory to find out what kind of teaching styles in the movie GTO. the result of this research can be seen as follow: first, theory of teaching style itself. Second, the kinds of teaching style by

some experts. Third, Japan educational system. Next, the revisions of curriculum standard in Japan. The last is synopsis of GTO.

Based on the previous research, this research is different from others. The researcher focuses on the teachers' teaching style variations to influence students English learning. The researcher also will discuss the advantages of the teachers' teaching style variations.

C. Rationale

Teachers have a big contribution in education. They are educator, motivator, and facilitator for the students. A teacher is admitted to have a very important role in a process of personality formation for her students. It can be seen from the influence of a teacher that can exceed the role of the parent for the students. That role needs to be well recognized by the teacher in facing a study interaction. In teaching activities teacher not only focuses on the skill dimensions of the realm of copyright but also on the skill dimensions of the realm of feeling and intention. For the perspective of educational psychology, teaching in principle means the act of a person (teacher) who makes other (students) learn, in the sense of changing the whole dimension of behavior.

Teachers need interesting teaching style to teach the students. It will be very helpful to encourage the students to learn English. The teachers should use the skill of variability. According to Gladman (1885) as quoted by C. Turney et al (1983:104), variety in teaching is essential to deal with children. Variation and variety have been associated with both enjoyable living and good teaching. Many of the maxims regarding variety in teaching are supported by growing and compelling body of researches and theories.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative research method. Descriptive research provides an answer to the questions of how something happened and who was involved, but not why something happened or why someone was involved (explanatory research). Brumfit and Rosamond (1995:11) states that descriptive research will aim at providing as accurate an account as possible of what current practice is how learners do learn, how teachers do teach, what classroom do look like, at a particular moment a particular place. Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or combination of methods.

So, descriptive qualitative research is research procedure that can conduct the data of descriptive of the respondenc look like describe, explain, and utterances towards all of the value of the research without doing statistic. This method used to describe or explain about the teachers' teaching style variations in teaching English based on Curriculum 2013 at the tenth grade of MAN Klaten.

Research																		
Data Collection																		
Data Analysis																		

C. Data and Source of the Data

1. Data

According to the form of study, the data are descriptive in the form of words. The data of this resesarch is the information about personality factors of to know the teachers’ teaching style in teaching English based on Curriculum 2013 at the tenth grade of MAN Klaten.

2. Data Source

a. Primary source

1) Informants

Informant is a person who gives about information, for example in doing research. In this section the teacher as key informant to be interviewed. There are 4 English teachers at tenth grade of MAN Klaten, 2 male and 2 female.

2) Events

The events of this research are teachers’ teaching syle in the classroom during English teaching-learning ongoing.

b. Secondary Source

The secondary data source are from the syllabus, lesson plan, the handbook used. It is also from the recording of the teachers' teaching style in teaching English based on Curriculum 2013 at the tenth grade student of MAN Klaten.

D. Techniques of Collecting Data

In this research the data used is qualitative data. This research needs many data to be analyzed. The techniques will be used are observation, interview, and documentation. That techniques are used to gets the accurate data in this research.

1. Observation

Observation is one of the techniques to collect the data. According to Burns in Aziz (2013), observation is taking regular conscious notice of the classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. Sangadji and Sopiah (2010) states that observation intended to inspect behavior which is appraised inappropriate to measure by testing, inventory and questionnaire. While Bungin (2011) explained that observation is people's daily activities by using sensory, eye as its main tool like ears, smell, mouth and skin. Observation is a person's ability to use his observations through the eyes and the senses work assisted by other

senses. Observation method is a method of data collection used to collect research data through observation senses.

An activity is said to be observed if it meets the following criteria: observations used in the study and had planned serious; observations related to the research objectives; stigmatic recorded observations and general proposition connected and presented; observations can be checked and controlled validity.

In this observation, the researcher does the observation directly toward English teaching at tenth grade of MAN Klaten in academic year 2016/2017 by using recording and note taking. This method is used to get data about technique and problem, solving in teachers teaching style variations.

Table 3.2 observation of the research

No	Schedule	Class	Times
1	<p>Teacher I</p> <p>1. Monday, May 15th, 2017</p> <p>2. Friday, May 19th, 2017</p>	<p>X IPA I</p> <p>X IPA II</p>	<p>07.00-08.30</p> <p>08.30-10.00</p>
2	<p>Teacher II</p> <p>1. Thursday, May 18th, 2017</p> <p>2. Saturday, May 20th, 2017</p>	<p>X IPA 4</p> <p>X IPA 3</p>	<p>13.00-14.30</p> <p>10.15-11.45</p>
3	<p>Teaher III</p> <p>1. Wednesday, 17th, 2017</p> <p>2. Wednesday, 24th, 2017</p>	<p>X IPS 1</p> <p>X IPS I</p>	<p>08.30-10.00</p>
4	<p>Teacher IV</p> <p>1. Tuesday, May 16th, 2017</p> <p>2. Tuesday, May 23th, 2017</p>	<p>X IPS 4</p> <p>X IPS 4</p>	<p>13.00-14.30</p>

2. Interview

According Burns (1999: 17), interviews and discussion are face-to-face personal interaction, which generate data about the research issue and allow specific to discuss from other people perspective. Sangadji and Sopiah (2010) states that interview is a techniques to collect data which is done by asking directly to a respondent or informant. It means that the interview is done in order to get information from respondent. Bungin (2011) interview is the process of obtaining information for resesarch purposes by way of question and answer with a face to face between the interviewer and the interviewee informants or with ot without a guide / guide the interview. Interviewers are people who use the method of interview once he acted as a leader in the interview process. Informants are people who were interviewed, asked for information by the interviewer and thought to control and understand the data, information, or facts of an object of resesarch.

Fill in the interview that the subject is the problem / research purposes. The role of the interview is to control the interview. As a researcher, interviewer must understand what purpose of conducting the interview. Beside that he also continues to develop new interview themes on-site interviews. Moser and Kalton in Istiqomah (2015), interviews is described as a means of eliciting information and personal opinion from yhe respondents. While Spradley in Istiqomah said that the questions of interview can be classified

into three interviews. They are descriptive question, structure questions, and contrast questions.

In this research, the researcher interviews the English teacher of MAN Klaten. The topic of interview was about teaching style and curriculum 2013.

E. Trustworthiness of Data

To get the validity and reliability of the research, the researcher used triangulation. Setiyadi (2006:31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately. According to Lexy (2000:178) triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data.

Denzin in Lexy (2000:178) divides triangulation into four kinds, they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods, there are two strategies, (1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analyzing them with the same methods.

3. Triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation of theory. In triangulation by using theory, the researcher compares the data of observation to the data of learning process and compares it with the related theory.

In this research, the researcher also used triangulation of resources. In triangulation by using resources, the researcher compares the data of observation to the data of interview and compares it with the related documents.

F. Techniques of Analyzing Data

After getting some data, according to Moleong (2001:103), the next step the researcher should do in his/ her research is analyzing data. According to Strauss and Corbin (in Moleong, 2001:213), the process of data analysis in qualitative research is as below:

“...data are broken into discrete parts, closely examined, compared for similarities and differences, and questions are asked about the phenomena as reflected in the data. Through this process, one’s own and others’ assumptions about phenomena are questioned or explored leading to new discoveries” (Moleong, 2001: 213).

In other words, analyzing data is the process of arranging raw data in order to make the reader understand it easily. It is organizing, arranging in order, categories, and basic arrangement so that the researcher can find themes and enable to arrange hypothesis of researcher as what the data proposed.

The technique of data analysis in this research was Miles and Huberman Model of data analysis. According to Miles and Huberman (in Sutopo, 2002:91), there are three main components of data analysis. Those are data reduction, data display, and conclusion.

1. Data Reduction

Reduction is the process of selecting, focusing, simplifying, and abstracting the data. According to Sugiyono (2006:338), reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. It starts when the researcher was in the field. There are many data collected from the observation, interview, and documentation. In this research, the researcher limited only to the implementation of scientific approach in reading comprehension and also the strengths and the weaknesses of Scientific Approach in Teaching Reading Comprehension for the Tenth grade students.

2. Data Display

Display of the data is a description of the data. Data display is a set of information which have been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 1992:17). This

technique used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what should do. The researcher displayed the data then described it. After describing the data, the researcher presents the data from the implementation of scientific approach in teaching reading comprehension. The researcher also presents the data from the teacher and students' toward the implementation of scientific approach in teaching reading comprehension.

3. Conclusion

Conclusions were draw continuously throughout the course of the study. The researcher was likely to write up not only what she has seen each day but also her interpretation of those observation. The researcher took conclusion after presenting and analyzing data.

The main components are series in the process of data analysis in which the components can not be separated with the other. The first component is a step toward another component, so it can be said that in the qualitative research is not only taking one component.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The research finding consists of the description of the data found in research field including 2 parts. The First is the description of the teachers teaching style in teaching English at tenth grade of MAN Klaten. The second is the strengths and weaknesses of each teaching style that used by teachers in teaching English at tenth grade of MAN Klaten. The research finding here is taken from observation and interview to the subject of the research. The researcher presents the findings of the research in the form of words.

The object study of this research was the English teacher at tenth grade of MAN Klaten. The researcher collected the data by observation, and interview. Based on the result of interview with the vice of curriculum of MAN Klaten the researcher found that there were four English teachers at tenth grade. The researcher observed all the English teachers' teaching learning activities.

Researcher : *Maaf Bapak kalau boleh tahu guru bahasa Inggris di MAN Klaten yang mengampu di kelas X itu ada berapa njeh?*

vice of curriculum : *Guru yang mengampu bahasa Inggris di kelas X itu ada 4 guru mas, Pak Anton mengampu kelas X MIA 1 dan MIA 2, Pak Sutrisno mengampu X MIA 3, MIA 4, dan MIA 5, Bu Siti Wuryani mengampu kelas X MIA 6, X IPS 1, dan bu Endah mengampu kelas X IPS 2, 3, dan X IPS 4.*

Researcher : Jadi ada 4 guru yang megampu di kelas X njeh pak. Kemudian kurikulum yang diterapkan oleh guru bahasa inggris tersebut dan guru yang ada di MAN Klaten dan bahkan sekolah ini memakai kurikulum apa njeh pak?

vice of curriculum : jadi guru guru yang ada di MAN Klaten dan sekolah MAN Klaten sekarang ini yaa mas menerapkan kurikulum yang digunakan oleh guru bahkan semua guru di MAN Klaten itu merupakan kurikulum 2013.

(Interview with the vice of curriculum of MAN Klaten, May 20th, 2017)

The detail of teaching-learning observations, and interview were stated in the form of words or qualitatively. The researcher joined the teaching learning process in the classroom totally eight times, which were divided into two meetings for each teacher. The researcher used theory of teaching style by Grasha, and the activities of teaching English at tenth grade of MAN Klaten were described into several points, such as: (1) teachers teaching style in teaching English at tenth grade of MAN Klaten, and (2) the strengths and weakness of each teaching style that used by teachers in teaching English. The findings of teaching style in teaching process were explained below:

1. Teachers' Teaching Style in Teaching English Based on Curriculum 2013

Based on the result of observation in teaching process and check list criteria of teaching style from Grasha (2002:1), the researcher found the teaching style and the strengths and weakness of teaching style used by teachers at tenth grade of MAN Klaten. The researcher observed all the

English teachers at tenth grade of MAN Klaten. The detail of teaching process observation was explained below:

a. Teacher I

1) The first meeting

The researcher did observation on Monday, May 15th, 2017. The teacher taught Recount text at the tenth grade of MAN Klaten Class of X IPA 1. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

In opening section, Mr. Anton opened the meeting by greeting with said “*Assalamu’alaikum Wr.Wb*”, good morning, student” followed by asking the students condition. After that Mr. Anton with the students prayed by saying *Basmalah* together and Mr. Anton checked students’ attendance list one by one.

b) Main Activity

- Observing

In observing, the teacher gave a material to the students. It was about recount text. Mr. Anton told the students about the materials. The students learned about recount text. Then, the teacher asked to the students to read a story on their handbook. The students read and translated the text. The teacher also

asked to the students to underline the difficult word. This technique used to increase the students in vocabulary.

- Questioning

In questioning, teachers asked students' knowledge about the materials. Teacher did not ask to the students about the material. Teacher said that facts, concepts, and principles were the most important things that students should acquire. Teacher set high standards for students in this class.

- Experimenting

In experimenting, read and watched another examples of texts are studied from a variety of sources includes are textbook, etc. The teacher gave the text or another example of the material. Teacher said and did models appropriate ways for students to think about issues in the content.

- Associating

In the activity of associating, teacher gave the task or assignment to the students related to the material had learned that day. Students typically wok on course projects alone with little supervision from teacher.

- Communicating

In communicating, the teacher gave a chance to the

students to make a recount text based on their experiences. After finish, teacher called the students to presenting about their experiences in front of class and gain feedback from friends about the presentation. Teacher gave negative feedback when their performance is unsatisfactory. Activities in this class encouraged students to develop their own ideas about content issues.

c) Closing

Before closing the meeting the teacher reminded the students to read their handbook, and prepared the next material. The teacher also gave motivation to the students to always study more over about English, because English was interesting and easy to be learnt. Then, the teacher closed the class by saying “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalam Wr. Wb*”.

2) The second meeting

The researcher did observation on Friday, May 1th, 2017. The teacher taught Recount text at the tenth grade of MAN Klaten Class of X IPA II. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

The teacher came the class and opened the meeting by greeting

with said “*Assalamu’alaikum Wr.Wb*”, good morning, students” followed by asking the students condition. After that teacher with the students prayed by saying *Basmalah* together and then checked students’ attendance list one by one.

b) Main Activity

- Observing

In observing, the teacher gave a material to the students. It was about recount text. Mr. Anton told the students about the materials. The students learned about recount text. Then, the teacher asked to the students to read a story on their handbook. The students read and translated the text.

- Questioning

In questioning, teachers ask students’ knowledge about the material. Teacher said that facts, concepts, and principles were the most important things that students should acquire.

- Experimenting

In experimenting, read and watch another examples of texts are studied from a variety of sources includes are textbook, etc. the teacher give the text or another example of the material. Teacher says and do models appropriate ways for students to think about issues in the content.

- Associating

In the activity of associating, teacher gave the task or assignment to the students related to the material had learned that day.

- Communicating

In communicating, the teacher gave chance the student to make a recount text based on their experiences. After finish, teacher called the students to presenting about their experiences in front of class and gain feedback from friends about the presentation. Teacher gives negative feedback when their performance is unsatisfactory. Activities in this class encourage students to develop their own ideas about content issues.

c) Closing

Before closing the meeting the teacher reminded the students to read their handbook, and prepared the next material. The teacher also gave motivation to the students to always study more over about English because English was interesting and easy to be learnt. The teacher also chose the students who would be the student of the day for next meeting. Then, the teacher closed the class by saying “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalam Wr.Wb*”.

Teachers teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017 (first meeting and second meeting in observation) can be described in detail as follows:

Table 4.1 Check list observation teaching style of Teacher I

No	Opening	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1	Teacher greets the students, started learning activity by praying together, and checks the students' attendance.				
2	Teacher give the motivation to the students				
3	Apperception: Teacher make relation between the last material with the material will be learn				
4	Teacher give the information to the students about the purpose of lesson				
5	Teacher introduces the material to be learned				
No	Main activity	Yes	No	Yes	No
1	Observing: Teacher set high standards for students in this class.				
	Teacher teaching goals and methods address a variety of students learning style				
2	Questioning: Facts, concepts, and principles are the most important things that students should acquire				
3	Experimenting: What teacher say and do models appropriate ways for students to think about issues in the content				
	Sharing teacher knowledge and expertise with students is very important				
4	Associating: Students typically work on course projects alone with little supervision from teacher				
5	Communicating: Teacher give students negative feedback when their performance is unsatisfactory				

	Activities in this class encourage students to develop their own ideas about content issues				
No	Closing	Yes	No	Yes	No
1	Teacher and students conclude the result of learning process				
2	Students reflecting on the learning activities that they have been carried out				
3	Teacher give a task related with the material that have been learn				
4	Teacher and students are implementing common prayer for terminate the learning process				

Based on the observation in teaching processes, and the check list criteria of teaching style above, they could be concluded that teaching style use by teacher 1 was expert teaching style.

b. Teacher II

1) The first meeting

The researcher did observation on Thursday, May 18th, 2017.

The teacher taught invitation at the tenth grade of MAN Klaten Class of X IPA 4. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

After entering the class, the teacher gave *salam* to the students, and the students answered the *salam*. The teacher greeted the students by asking their conditions. It made the students to be ready joining the class. Then, the teacher checked the students' attendance by calling the students' one by one.

b) Main Activity

- Observing

In observing, the teacher gave a material to the students. It was about make an invitation. Teacher told the students about the materials. Activities in this class encouraged students to develop their own ideas about content issues. What teacher had to say about a topic was important for students to acquire a broader perspective on the issues in that area.

- Questioning

In questioning, teacher asked students' knowledge about the material. Teacher did not ask to the students about the material. Teacher spent the time consulting with students on how to improve their work on individual and or group project. Teacher typically showed students how and what to do in order to master course content. Students would describe my standards and expectations as somewhat strict and rigid.

- Experimenting

In experimenting, read and watched another examples of texts were studied from a variety of sources such textbook, etc. The teacher gave the text or another example of the material.

- Associating

In associating, teacher gave the task or assignment to make invitation and perform it in front of class directly. Small group discussions were employed to help students in developing their ability to think critically.

- Communicating

In communicating, the teacher gave chance the student to make an invitation. After finish, teacher called the students to presenting about their experiences in front of class and gain feedback from friends about the presentation. Teacher wanted the students to leave this course well prepared for further work in this area.

c) Closing

Before closing the meeting the teacher motivated the students that “invitation” was needed and often used in daily activities. Teacher wanted the students to leave this course well prepared for further work in this area. The teacher did not forget to choose the students who would be the student of the day for next meeting. Then, the teacher closed the class by saying “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalam Wr.Wb*”.

2) The second meeting has been conducted on Saturday 20th May 2017 at 10.15 until 11.45 p.m. in X IPA 3

The researcher did observation on Saturday, May 20th, 2017. The teacher taught invitation at the tenth grade of MAN Klaten Class of X IPA 3. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

After entering the class, the teacher gave *salam* to the students, and the students answered the *salam*. The teacher greeted the students by asking their conditions. It made the students to be ready joining the class. Then, the teacher checked the students' attendance by calling the students' one by one.

b) Main Activity

- Observing

In observing, the teacher gave a material to the students. It was about make an invitation. Teacher told the students about the materials. Activities in this class encouraged students to develop their own ideas about content issues. What teacher had to say about a topic was important for students to acquire a broader perspective on the issues in that area.

- Questioning

In questioning, teacher asked students' knowledge about the material. Teacher did not ask to the students about the material. Teacher spent the time consulting with students on how to improve their work on individual and/or group project. Teacher typically showed students how and what to do in order to master course content.

- Experimenting

In experimenting, read and watched another examples of texts are studied from a variety of sources such textbook, etc. The teacher gave the text or another example of the material.

- Associating

In associating, teacher gave the task or assignment to make invitation and performed it in front of class directly. Small group discussions were employed to help students develop their ability to think critically.

- Communicating

In communicating, the teacher gave a chance the student to make an invitation. After tha, the teacher called the students to present about their experiences in front of class and gain feedback from friends about the presentation.

d) Closing

Before closing the meeting the teacher motivated that invitation was needed in daily life. Teacher want students to leave this course well prepared for further work in this area. The teacher did not forget to choose the students who would be the student of the day for next meeting. Then, the teacher closed the class by saying “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalam Wr.Wb*”.

Teachers teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017 (first meeting in observation on Monday, May 22th, 2017), can be described in detail as follows:

Table 4.2 Check list observation teaching style of Teacher 2

No	Opening	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1	Teacher greets the students, started learning activity by praying together, and checks the students’ attendance.				
2	Teacher give the motivation to the students				
3	Apperception: Teacher make relation between the last material with the material will be learn				
4	Teacher give the information to the students about the purpose of lesson				
5	Teacher introduces the material to be learned				
No	Main activity	Yes	No	Yes	No
1	Observing:				

	Activities in this class encourage students to develop their own ideas about content issues				
	What teacher have to say about a topic is important for students to acquire a broader perspective on the issues in that area				
2	Questioning: Teacher spend time consulting with students on how to improve their work on individual and/or group project				
	Students would describe my standards and expectations as somewhat strict and rigid				
	Teacher typically show students how and what to do in order to master course content				
3	Experimenting: Small group discussions are employed to help students develop their ability to think critically				
4	Associating: Students design one of more self-directed learning experiences				
5	Communicating: Teacher want students to leave this course well prepared for further work in this area				
No	Closing	Yes	No	Yes	No
1	Teacher and students conclude the result of learning process				
2	Students reflecting on the learning activities that they have been carried out				
3	Teacher give a task related with the material that have been learn				
4	Teacher and students are implementing common prayer for terminate the learning process				

Based on the main activity and the criteria of teaching style above could be concluded that teaching style used by teacher II was formal authority teaching style.

c. Teacher III

1) The first meeting

The researcher did observation on Wednesday, May 17th, 2017.

The teacher taught asking and giving information at the tenth grade of MAN Klaten Class of X IPS 1. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

The teacher opened the class by *Assalamu'alaikum warahmatullahi wabarokatuh* and the students answered *wa'alaikumsalam warahmatullahi wabarokatuh*. Then, the teacher checked the students' attendance by calling the students' names one by one.

b) Main Activity

- Observing

In observing, the teacher gave a material to the students. It was about make asking and giving information. Teacher told the students about the materials. Activities in this class encourage students to develop their own ideas about content issues. What teacher had to say about a topic was important to students to acquire a broader perspective on the issues in that area.

- Questioning

In questioning, teacher spent times consulting with students on how to improve their work on individual and/or group project. Teacher typically showed students how and what to do in order to master course content.

- Experimenting

In experimenting, read and watched another examples of texts were studied from a variety of sources includes are textbook, etc. The teacher gave the text or another example of the material.

- Associating

In associating, teacher gave the task or assignment to make conversation about asking and giving information and performed it in front of class directly. Small group discussions were employed to help students in developing their ability to think critically.

- Communicating

In communicating, the teacher gave chance the student to make an invitation. After that, teacher called the students to presenting about their experiences in front of class and gain feedback from friends about the presentation. Teacher wanted

students to leave this course well prepared for further work in this area

c) Closing

Before closing the meeting the teacher motivated that asking and giving information was needed and used in daily life. Teacher gave assignment to the students to make a short conversation about asking and giving information to present a week later. The teacher did not forget to choose the students who would be the student of the day for next meeting. Then, the teacher closed the class by saying “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalamWr.Wb*”.

2) The second meeting

The researcher did observation on Wednesday, May 24th, 2017. The teacher taught asking and giving information at the tenth grade of MAN Klaten Class of X IPS 1. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

The teacher opened the class by *Assalamu’alaikum warahmatullahi wabarokatuh* and the students answered *wa’alaikumsalam warahmatullahi wabarokatuh*. Then, the teacher checked the students’ attendance by calling the students’ names one by one.

b) Main Activity

- Observing

The teacher asked the students' about the last material was given the teacher last week. Activities in this class encourage students to develop their own ideas about content issues. What teacher have to say about a topic was important for students to acquire a broader perspective on the issues in that area.

- Questioning

Teacher asked students' knowledge about the material. Teacher did not ask to the students about the material. Teacher spent the time consulting with students on how to improve their work on individual and/or group project. Teacher typically showed students how and what to do in order to master course content.

- Experimenting

In experimenting, read and watched another examples of texts were studied from a variety of sources such textbook, etc. The teacher gave the text or another example of the material.

- Associating

In associating, teacher asked the assignment last week ago about asking and giving information.

- Communicating

In communicating, the teacher gave a chance the students to present the task. Then, teacher called the students to present about their task in front of class and gain feedback from friends about the presentation. Teacher wanted students to leave this course well prepared for further work in this area

c) Closing

The teacher closed the class by saying *hamdalah* and “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalamWr.Wb*”.

Teachers teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017 (Teacher III in observation), can be described in detail as follows:

Table 4.3 Check list observation teaching style of Teacher 3

No	Opening	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1	Teacher greets the students, started learning activity by praying together, and checks the students’ attendance.				
2	Teacher give the motivation to the students				
3	Apperception: Teacher make relation between the last material with the material will be learn				
4	Teacher give the information to the students about the purpose of lesson				
5	Teacher introduces the material to be learned				
No	Main activity	Yes	No	Yes	No
1	Observing:				

	Activities in this class encourage students to develop their own ideas about content issues				
	What teacher have to say about a topic is important for students to acquire a broader perspective on the issues in that area				
2	Questioning: Teacher spend time consulting with students on how to improve their work on individual and/or group project				
	Students would describe my standards and expectations as somewhat strict and rigid				
	Teacher typically show students how and what to do in order to master course content				
3	Experimenting: Small group discussions are employed to help students develop their ability to think critically				
4	Associating: Students design one of more self-directed learning experiences				
5	Communicating: Teacher want students to leave this course well prepared for further work in this area				
No	Closing	Yes	No	Yes	No
1	Teacher and students conclude the result of learning process				
2	Students reflecting on the learning activities that they have been carried out				
3	Teacher give a task related with the material that have been learn				
4	Teacher and students are implementing common prayer for terminate the learning process				

Based on the main activity can be concluded that teaching style use by teacher III is formal authority teaching style.

d. Teacher IV

1) The first meeting

The researcher did observation on Tuesday, May 16th, 2017. The teacher taught expressing sympathy at the tenth grade of MAN Klaten Class of X IPS 4. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

The teacher opened the class by *Assalamu'alaikum warahmatullahi wabarokatuh*. Teacher greeted the students and the teacher introduced the researcher to the students and told them about the purpose of the researcher visited their class. After that the teacher invited to the researcher to sit in back side.

b) Main Activity

- Observing

Teacher told the students about the materials, it was about expressing sympathy. Then, the teacher gave question to the students about what the meaning of materials. It was teacher's responsibility to define what students had to learn and how they should learn it.

- Questioning

In questioning, teacher asked students' knowledge about

the material. Teacher did not ask to the students about the material. Developing the ability of students to think and work independently was the important goal.

- Experimenting

In experimenting, the teacher tried to give example by practicing with some students in the class. The teacher gave example how the form of expressing sympathy looked like. Examples from teacher personal experiences were often used to illustrate the purpose of the material. Teacher guided students to work on course projects by asking question, exploring options, and suggesting alternative ways to do things.

- Associating

In the focus groups, the students learnt the text and the students got feedback from the teacher or friends. After that, the teacher asked the students to make a group/ partner. The students were asked to make a simple conversation about expressing sympathy. The students were given 20 minutes to prepare their conversation with their partner before presenting in front of the class. Lecturing was a significant part of how teacher taught each of the classroom sessions. The students had to understand clearly through the teacher's explanation, and their tasks from the teacher

should be assigned on time.

- Communicating

In communicating, the teacher asked some students to come forward randomly to present about their conversation with their partners in front of the class. During the students' presentations, the teacher also corrected the students' mispronunciations and vocabularies. Teacher often showed the students about how they used various principles and concept. Course activities encouraged the students to take initiative and responsibility for their learning.

c) Closing

Before closing the meeting, the teacher reminded the students to read their handbook, and gave assignment about expressing sympathy for their task a week later. The teacher also did not forget to give motivation to the students. The teacher also chose the students who would be the student of the day for next meeting. Finally, the teacher closed the class by saying *hamdallah* and closing the meeting with “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalam Wr.Wb*”.

2) The second meeting

The researcher did observation on Tuesday, May 23th, 2017. The teacher taught expressing sympathy at the tenth grade of MAN Klaten Class of X IPS 4. There were some activities where the researcher joined in the classroom during the teaching learning process.

a) Opening

The teacher opened the class by *Assalamu'alaikum warahmatullahi wabarokatuh*. Teacher greeted the students by asking "how are you today?" The students also answered the teacher's greeting.

b) Main Activity

- Observing

Teacher asked the student's about the material given in the last meeting. Then, the students answered the question. The teacher reviewed the material about expressing sympathy. It was teacher responsibility to define what students had to learn and how they should learn it.

- Questioning

In questioning, teacher asked the students' tasks about the material based on their experiences. Developing the ability of students to think and work independently was an important

goal.

- Experimenting

In experimenting, the teacher tried to give example by practicing with some students in the class. The teacher gave example how the form of expressing sympathy looked like. Examples from teacher personal experiences were often used to illustrate the points of the material. Teacher guided the students to work on course projects by asking question, exploring options, and suggesting alternative ways to do things.

- Associating

Lecturing was a significant part of how teacher taught each of the classroom sessions. Teacher provided very clear guidelines for how the students completed the tasks in this course.

- Communicating

In communicating, the teacher asked some students to come forward randomly to present about their tasks in front of the class. Almost all students had an opportunity to present their conversation with their partners in front of the class. During the students' presentations, the teacher also corrected the students' mispronunciations and vocabularies. Teacher

often showed the students about how they should use various principles and concept. Course activities encouraged students to take initiative and responsibility for their learning.

c) Closing

Before closing the meeting the teacher reminded the students to read their handbook, and prepared about a new material. The teacher also did not forget to give motivation to the students. The teacher also chose the students who would be the student of the day for next meeting. Finally, the teacher closed the class by saying hamdallah and closing the meeting with “*Wassalamu’alaikum Wr. Wb*”. Then, the students answered “*Wa’alaikumsalam Wr.Wb*”.

Teachers teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017 (Teacher IV in observation), can be described in detail as follows:

Table 4.4 Check list observation teaching style of Teacher 4

No	Opening	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1	Teacher greets the students, started learning activity by praying together, and checks the student’s attendance.				
2	Teacher give the motivation to the students				
3	Apperception: Teacher make relation between the last material with the material will be learn				
4	Teacher give the information to the students				

	about the purpose of lesson				
5	Teacher introduces the material to be learned				
No	Main activity	Yes	No	Yes	No
1	It is teacher responsibility to define what students must learn and how they should learn it				
2	Examples from teacher personal experiences often are used to illustrate points about the material				
3	Teacher guide students' work on course projects by asking question, exploring options, and suggesting alternative ways to do things				
4	Developing the ability of students to think and work independently is an important goal				
5	Lecturing is a significant part of how teacher teach each of the classroom sessions				
6	Teacher provide very clear guidelines for how I want tasks completed in this course				
7	Teacher often show students how they use various principles and concept				
8	Course activities encourage students to take initiative and responsibility for their learning				
No	Closing	Yes	No	Yes	No
1	Teacher and students conclude the result of learning process				
2	Students reflecting on the learning activities that they have been carried out				
3	Teacher give a task related with the material that have been learn				
4	Teacher and students are implementing common prayer for terminate the learning process				

Based on the observation during English activity and hecklist observation by researcher, English teacher at tenth grade of MAN Klaten had differen teaching style when they teach the students. Teaching style that used by English teachers at tenth grade of MAN Klaten as follows:

Table 4.5. Teachers' teaching style at the tenth grade of MAN Klaten

No	Teacher	Teaching Style
1	TEACHER I	Expert
2	TEACHER II	Formal Authority
3	TEACHER III	Formal Authority
4	TEACHER IV	Personal Model

2. The Strengths and Weaknesses of Each Teaching Style

Based on the research findings and the analysis during the teaching process, the researcher found some advantages of applying different teachers' teaching style in the classroom activities. The explanation of strenghts and weaknesses of teaching style used by the teachers at tenth grade of MAN Klaten were described below:

a. Strengths of each teaching style

- 1) Students individually possessed the information, knowledge, and skills

In expert teaching style the teacher gave the information and knowledge clearly, in other side, teacher gave skill materials too for the students. If the students had already had a skill, the teacher would facilitate them to develop that skill. It would be seen in observetion as follows:

“.....Jadi Guru itu idak hanya sebagai sumber daripada ilmu dan materi yang diajarkan, tapi Guru itu mengajak bagaimana siswa itu untuk bisa berpraktik langsung mengenai materi yang kita bawaan, jadi tidak hanya sistem ceramah misalnya ya, atau guru hanya mendikte, menuliskan di papan tulis itu tidak, tetapi justru siswa itu

sekaligus dijadikan subyek untuk melakukan pembelajaran yang ada.....” (interview with English teacher at tenth grade of MAN Klaten, May 18th, 2017)

2) Students clear on expectations and acceptable ways of doing things

In formal authority teaching style, teacher concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students and also he concerned with the correct, acceptable, and standard ways to do things and provided students with the structure they needed to learn. This statements were such the result of interview below:

“.....kalo kita dibilang sebagai guru, kita memang juga harus Kalau untuk mengurangi permasalahan yang dihadapi oleh siswa saya sebagai guru memberikan review untuk memecahkan masalah yang dihadapi, bertanya kepada siswa lain untuk menuliskan kata-kata yang menurut mereka sulit, memperbanyak kosakata dari setiap siswa, memberikan soal pelatihan tentang vocabulary untuk siswa, melihat kamus dalam permasalahan pengejaan dan kosakata” (interview with English teacher at tenth grade of MAN Klaten, May 16th, 2017)

3) Students get emphasis on direct observation and following a role model

In personal model teaching style, teacher believed in “teaching by personal example” and established a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the

instructor's approach. It was supported as the result of interview as follows:

“.....Tidak boleh seorang guru, bukan tidak boleh yaa, tidak seharusnya seorang guru itu hanya mulu menyampaikan dari buku yang dia pegang. Buku bukan hanya satu macam bisa dikombinasi dengan buku-buku lain yang sekiranya bisa sambung dan bisa membuat eeeee siswa itu mengerti lah, lebih paham dengan materi.....” (interview with English teacher at tenth grade of MAN Klaten, May 15th, 2017)

b. Weaknesses of each teaching style

1) Expert teaching style

The display of knowledge could be intimidating to less experienced students. They might not always show the underlying thought processes. It could be seen when Mr. Anton in English classroom activity, his role as the expert teaching style and didn't ask for the students' opinion. The students just had to obey the teacher's rule in the class.

2) Formal authority teaching style can lead to rigid and less flexible ways of managing students and their concerns

In formal authority style, someone who did positive value he would get reward and someone who did negative value, he would get punishment. It dealt with teacher II who used formal authority teaching style in English classroom activity, the students were

punished; get off from the class if they did not paid attention or joked with their friends when the teacher was explaining the materials.

3) Some students feel uncomfortable with personal model teaching style

Some teachers might believe their approach was the best way leading some students to feel inadequate if they could not live up such the teacher's expectations and standards. Beside the strength of the style which could close the relation between teacher and students, in other side it could be bothered another students or another people who did not care to the teacher.

“.....Tidak boleh seorang guru, bukan tidak boleh yaa, tidak seharusnya seorang guru itu hanya mulu menyampaikan dari buku yang dia peegang. Buku bukan hanya satu macam bisa dikombinasi dengan buku-buku lain yang sekiranya bisa sambung dan bisa membuat eeeee siswa itu mengerti lah, lebih paham dengan materi.....” (interview with English teacher at tenth grade of MAN Klaten, May 15th, 2017)

Based on the description findings of strenght and weakness in teaching style used by the English teachers in MAN Klaten; the English teacher at tenth grade of MAN Klaten had different way when they taught English in their classes. The teacher 1 used expert teaching style, teacher 2 used formal authority teaching style, teacher 3 used formal authority teaching style, teacher 4 used personal model teaching style.

From the findings in the observation during the teaching process, the strengths of teaching style used by teacher 1 were the students could master the material and skill, but the weaknesses were the students were afraid in delivering their opinion. The strengths of teaching style used by teachers 2 and 3 were the students could give feedback to the teacher, but the weaknesses of its teaching style were wasting much time, and the students could get punishment, then made other students afraid or made the students being unharmonious relationship. The strengths of teaching style used by teacher 4 were the relationship between teacher and students being harmonious, but the students felt bored and less interest through the teacher's explanation in teaching process.

From the explanation above could be concluded that teaching style used by teacher in teaching process gave some impacts to the students. There were positive and also negative impacts, but in teaching process the most important was the target or the purpose of teaching and mastering of the material could be transferred to the students.

B. Discussion

In the discussion, the researcher focuses on the finding of two research questions. They are about teachers teaching style, and the strengths and weakness of teachers teaching style in teaching English based on curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017. After conducting the research, the researcher found that the English teachers at the tenth grade of

MAN Klaten had their own teaching style when they were teaching their students. The teaching styles of each teacher also have their own strengths and weaknesses.

1. Teachers' teaching style in teaching English at tenth grade of MAN Klaten

Table 4.6. Teachers' teaching style at the tenth grade of MAN Klaten

No	Teacher	Teaching Style
1	TEACHER I	Expert
2	TEACHER II	Formal Authority
3	TEACHER III	Formal Authority
4	TEACHER IV	Personal Model

From the table above, it could be seen that teachers at tenth grade of MAN Klaten has different ways in teaching English. They were teacher II and teacher III did formal authority teaching style, teacher IV did personal model teaching style, and teacher I did expert teaching style.

According to Grasha (2002:1) in expert teaching style Teacher possesses knowledge and expertise that students need. Teacher also strives to maintain status as an expert among student by displaying detailed knowledge and by challenging students to enhance their competence. He concerned with transmitting information and inserting that students are well prepared.

In other hand, teacher I as the English teacher at tenth grade of MAN Klaten did expert in teaching English also. When she taught her students, she usually acts as the expert of great English teacher. The advantage of expert teaching style is the students will possessed the knowledge individually. In the

other side, if this style is overused, the display of knowledge can be intimidating to less experience students. Therefore they could not express the underlying thought. It could happen because in that style, the teacher role as the agent of delivering knowledge and the students role as the receiver of knowledge.

According to Grasha (2002:1) in formal authority teaching style Teacher possesses status among students because of knowledge and role as a school member. He concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students and also he concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

In other hand, teacher II and teacher III as the English teacher at tenth grade of MAN Klaten did formal authority style in teaching English. The teacher here played the role as the people who determined what the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn in the school. The strength of this style are students clear on expectations and acceptable ways of doing things. In the other side, a strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

According to Grasha (2002:1) in Teacher believes in “teaching by personal example” and established a prototype for how to think and behave.

Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.

In other hand, teacher IV as the English teacher at tenth grade of MAN Klaten did personal model in teaching English. The teacher here played the role as the people who determined what the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn in the school. The strength of this style is Students clear on expectations and acceptable ways of doing things. In the other side, A strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns. In this style Students get emphasis on direct observation and following a role model. But, some teachers may believe their approach is *the best way* leading some students to feel inadequate if they cannot live up to such expectations and standards.

2. Strengths and weaknesses of teaching style

From the result of the research findings above, this second problem of the research can be answered about the strengths and weakness of teachers teaching style in teaching English based on Curriculum 2013 at the tenth grade of MAN Klaten. Based on the result of research finding above the weakness of teaching style; the students just have to obey the teacher's rule in the class, and discussion. Less flexible ways of managing students and their concerns, some students feel uncomfortable with teacher. Based on the result of research finding above the strength of teaching style; Students get emphasis

on direct observation and following a role model, Students clear on expectations and acceptable ways of doing things, Students individually possessed the information, knowledge, and skills.

Based on the findings above, those are appropriate with the experts' arguments. According to Grasha (200: 1) there are some strengths and weakness of teaching style in teaching English: a) the display of knowledge can be intimidating to less experienced students. They may not always show the underlying thought processes that produced answers, b) someone who did positive value he would get reward and someone who did negative value, he would get punishment, c) Some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards. Then, the strengths of teaching style in teaching English. They are: a) teacher will give the information and knowledge clearly, b) teacher concerned with providing positive and negative feedback, c) Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.

From the discussion above, it can be concluded that teachers teaching styles give some effects to the students when they learn English in classroom activity. The strenght of expert teaching style is teacher possesses knowledge and expertise that students need. Teacher also strives to maintain status as an expert among student by displaying detailed knowledge and by challenging students to enhance their competence, can support the students to mastering

the material. In formal authority teaching style the positive effect is the students clear on expectations and acceptable ways of doing things. On the other words the students can get feedback from the expert or teacher when ask something. In personal model teaching style, established a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach, it provides close the relation between teacher and students.

Then, those all teaching styles also there are weaknesses; first, the students just have to obey the teacher's rule in the class, and discussion. Second, less flexible ways of managing students and their concerns. The last, some students feel uncomfortable with teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded the teachers teaching style in teaching English at tenth grade of MAN Klaten, and the strengths and weakness of teachers teaching style in teaching English based on Curriculum 2013 at tenth grade of MAN Klaten in academic year 2016/2017. The researcher found three teaching style in MAN Klaten. (1) Expert teaching style was done by teacher I, (2) Formal Authority teaching sttyle was done by teacher II and teacher III, (3) Personal Model teaching style was done by teacher IV.

1. The strengths and weaknesses of each teaching style

a. Strengths of each teaching style

Based on the data, the strength of expert teaching style is the teacher will give the information and knowledge clearly, in other side teacher give skill materials too for the students. If the students have already a skill, the teacher will facilitate them to develop that skill. It did by teacher I.

Then, the strength of formal authority is students clear on expectations and acceptable ways of doing things. In formal authority teaching style, teacher concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students and also he concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn. It did by teacher II and teacher III.

The last was personal model, Students get emphasis on direct observation and following a role model. In personal model teaching style, teacher believes in “teaching by personal example” and established a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor’s approach.

b. Weaknesses of each teaching style

The weakness of expert was the display of knowledge can be intimidating to less experienced students. They may not always show the underlying thought processes that produced answers. It seen when teacher I in English classroom activity, teacher role as the expert teaching style and didn’t ask for the students opinion. The student just have to obey the teacher’s rule in the class.

The weakness formal authority was Formal authority teaching style can lead to rigid and less flexible ways of managing students and their concerns. Then the weakness of personal model was students feel uncomfortable with personal model teaching style. Some teachers may believe their approach is *the best way* leading some students to feel inadequate if they cannot live up to such expectations and standards. Beside the strength of the style which can closer the relationship between teacher and students, in other side it could be bothered another students or another people who did not too care about teacher.

B. Suggestion

In MAN Klaten, there were many aspects of the school, but in this case the researcher analyzed the aspect of teaching style used by teacher. Therefore, it was very

important to give suggestions that may be useful for other researchers who were interested in the similar field of the study. This research can be used as a reference to the other researchers. This research hopefully can be developed by the other researchers in conducting the same research. The researcher realizes that this research paper is not perfect. There are many weaknesses of this research because of the limited skills of the researcher, and the time of the research. Hopefully, this research can be used as the reference for other researchers who want complete the research in different point. It did not only for the reader, but also for the teacher and students in general community.

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