DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2 SURAKARTA

Submitted as a Partial Fulfillment of the Requirements
For Getting Bachelor Degree of English Education

by:
DODDY SURYA PRATAMA
A320140057

Department of English Education
School of Teacher Training and Education
Muhammadiyah University of Surakarta
2019
APPROVAL

DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2 SURAKARTA

RESEARCH PAPER

BY
Doddy Surya Pratama
A320140057

Approved to be Examined by Consultant

Consultant

Hepy Adityarini, Ph.D
NIK: 846
ACCEPTANCE

DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2 SURAKARTA

RESEARCH PAPER

By
DODDY SURYA PRATAMA
A320140057

Accepted by:
The Board by Examiners of School Teacher Training and Education
Muhammadiah University of Surakarta

The board of examiners:
1. Hepy Adityarini, Ph.D
   (Head of Examiner)
2. Aryati Prasetyarini, Ph.D
   (Member of Examiner I)
3. Nur Hidayat, M.Pd
   (Member of Examiner II)

Surakarta, 13 February 2018
Muhammadiah University of Surakarta
School of Teacher Training and Education

Dean,

Prof. Dr. Harun Joko Prayitno, M.Hum

iii
PRONOUNCEMENT

I am the researcher, signed on the statement below:

Name : Doddy Surya Pratama
NIM : A320140057
Department : English Education
Title : DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2 SURAKARTA

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which writing are referred in the manuscript and mentioned in the literary review and references.

If later, the results of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, February 13 2019
The Researcher

[Signature]

Doddy Surya Pratama
A320140057
MOTTO

DO NOT STOP DOING SOMETHING YOU LOVE
(DODDY SURYA PRATAMA)
DEDICATION

This work is dedicated to:

My beloved Family
SM (GEEU)
All of my friends
ACKNOWLEDGEMENT

*Assalamu’alaikum Wr. Wb*

*Alhamdulillahirabbil’alamin.* Thank you for the blessing from Allah SWT and the mercy that given to the writer, so he can complete the research paper with title **DOMINANT TEACHING STYLE OF ENGLISH TEACHERS AND STUDENTS RESPONSES ON IT IN SMP MUHAMMADIYAH 2 SURAKARTA.** In conducting this research, the researcher got many aids. The researcher would like to express his gratitude and appreciation to the people in the following:

1. Prof. Dr. Harun Joko Prayitno, M.Hum., the Dean of School of Teacher Training and Education, Muhammadiyah University of Surakarta.
2. Mauly Halwat Hikmat, Ph.D., the Chief of English Education Department, Muhammadiyah University of Surakarta.
3. Hepy Adityarini, Ph.D., the Academic consultant who has given valuable advice, knowledge and motivation for the researcher.
4. All lecturers of Department of English Education who have taught and given the researcher uncountable knowledge.
5. All teachers SMP Muhammadiyah 2 Surakarta who help the researcher conducting the research.
6. The researcher’s beloved family that always support the researcher.
7. All peoples who cannot be mentioned who support the researcher in conducting the research.
Last but not least, the researcher realize that this research is not perfect. So, suggestion, and supportive criticism are expected to make the research better.

Wassalamualaikum Wr. Wb.

Surakarta, 13 Fcebruary 2019
The Writer

Doddy Surya Pratama
A320140057
Abstract

This study aims to know the dominant teaching style of English teachers and student’s response on it in SMP Muhammadiyah 2 Surakarta. The data in this study were collected from questionnaire based on “Grasha-Riechmann teaching style survey” to know the teacher dominant teaching style and to know the student’s responses from questionnaire and interview. The result show that (1) Teacher A dominant style is Expert, Teacher B is personal model and facilitator, Teacher C is expert and facilitator and Teacher D is facilitator. (2) Questionnaire for the student’s response show that, the dominant response was positive response for all teachers. (3) From the interview, mostly, all of the participated students give positive response.

Keywords: Dominant teaching Style, Students response
Abstrak


Kata Kunci: Gaya mengajar yang dominan, Tanggapan siswa.
TABLE OF CONTENT

COVER ........................................................................................................................ i
APPROVAL ............................................................................................................... ii
ACCEPTANCE ....................................................................................................... iii
PRONOUNCEMENT ............................................................................................... iv
MOTTO ..................................................................................................................... v
DEDICATION ........................................................................................................ vi
ACKNOWLEDGEMENT ....................................................................................... vii
ABSTRACT .............................................................................................................. ix
ABSTRAK ............................................................................................................... x
TABLE OF CONTENT ............................................................................................ xi
LIST OF TABLE ...................................................................................................... xiv

CHAPTER 1 INTRODUCTION ............................................................................... 1
1.1 Background of the Study .................................................................................... 1
1.2 Limitation of the Study ..................................................................................... 2
1.3 Research Question ............................................................................................. 2
1.4 Objective of the Study ........................................................................................ 2
1.5 Significance of the Study ................................................................................... 2
1.6 Research Paper Organization .......................................................................... 3

CHAPTER 2 REVIEW OF RELATED LITERATURE .......................................... 4
2.1 Definitions of Teaching style ............................................................................ 4
  2.1.1 Grasha (1994) ............................................................................................ 4
  2.1.2 Schneider (2009) ....................................................................................... 4
  2.1.3 Fischer and Fischer (1979) ........................................................................ 4
2.2 Types of Teaching Style .................................................................................... 5
  2.2.1 Grasha’s Teaching Styles (1996) ................................................................. 5
    2.1.1.1 Expert ................................................................................................ 5
    2.1.1.2 Formal Authority .............................................................................. 5
    2.1.1.3 Personal model ................................................................................ 5
    2.1.1.4 Facilitator ........................................................................................ 5
    2.1.1.5 Delegator ........................................................................................ 6
  2.2.2 Thornton’s Teaching style (2013) ................................................................. 6
2.2.2.1 The Directing Style .................................................. 6
2.2.2.2 The Discussing Style ............................................. 6
2.2.2.3 The Delegating Style ............................................. 7
2.2.3 Fischer and Fischer Teaching Style (1979) ..................... 7
   2.2.3.1 The Task Oriented ............................................. 7
   2.2.3.2 The Cooperative Planner ................................... 7
   2.2.3.3 The Child Centered ......................................... 7
   2.2.3.4 The Subject Centered ....................................... 8
   2.2.3.5 The Learning Centered ..................................... 8
   2.2.3.6 The Emotionally Exciting and Its Counterpart .......... 8
2.3 Instrument .................................................................... 9
   2.3.1 Questionnaire ...................................................... 9
   2.3.2 Interviews .......................................................... 9
2.4 Previous Study ............................................................ 9
   2.4.1 Stanford’s Work (2014) ......................................... 10
   2.4.2 Wong’s Work (2015) .............................................. 11
   2.4.3 Patanathabutr (2008) ............................................. 12
   2.4.4 Macfadyen and Campbell (2005) ............................ 13
   2.4.5 Quamrul and Ahmed (2014) .................................. 13

CHAPTER 3 RESEARCH METHOD ........................................ 15
3.1 Type of the Study .......................................................... 15
3.2 Setting of the Study ........................................................ 15
3.3 Data and Data Source .................................................... 15
   3.3.1 Data .................................................................. 15
   3.3.2 Data Source ........................................................ 16
      3.3.2.1 Teachers ......................................................... 16
         3.3.2.1.1 Teacher A ............................................... 16
         3.3.2.1.2 Teacher B ............................................... 16
         3.3.2.1.3 Teacher C ............................................... 16
         3.3.2.1.4 Teacher D ............................................... 16
      3.3.2.2 Students ........................................................ 16
3.4 Method for Collecting Data ............................................ 17
3.4.1 Questionnaire for Teachers ......................................................... 17
3.4.2 Questionnaire for Students ......................................................... 17
3.4.3 Interview .................................................................................. 17
3.5 Technique for Analyzing Data .......................................................... 17
3.5.1 Rereading ................................................................................ 18
3.5.2 Coding ..................................................................................... 18
3.5.3 Analyze the Data ....................................................................... 18
3.5.4 Drawing Conclusion ................................................................... 18
3.6 Validity and Reliability .................................................................... 18
3.7 Trustworthiness ............................................................................. 19

CHAPTER 4 RESEARCH FINDING AND DISCUSSION ..................... 20
4.1 Research Findings ......................................................................... 20
4.1.1 Teacher A Questionnaire Result .................................................. 20
4.1.2 Students Responses to Teacher A’s Expert Style ......................... 21
4.1.3 Teacher B Questionnaire Result .................................................. 28
4.1.4 Students Responses to Teacher B’s Personal Model and Facilitator
    Style .............................................................................................. 28
4.1.5 Teacher C Questionnaire Result .................................................. 42
4.1.6 Students Responses to Teacher C’s Expert and Facilitator Style .. 42
4.1.7 Teacher D Questionnaire Result .................................................. 58
4.1.8 Student Responses to Teacher D’s Facilitator Style ..................... 59
4.2 Discussion of the Findings ................................................................. 68
4.2.1 What is the dominant teaching style of the English teachers in SMP
    Muhammadiyah 2 Surakarta? ........................................................... 68
4.2.2 What are the responses of the students on SMP Muhammadiyah 2
    Surakarta about their teacher dominant teaching style? ................. 69

CHAPTER 5 CONCLUSION AND SUGGESTION .................................. 71
5.1 Conclusion ................................................................................... 71
5.2 Pedagogical implication ................................................................. 72
5.3 Suggestion .................................................................................... 72
REFERENCES ..................................................................................... 73
APPENDIX ......................................................................................... 75
LIST OF TABLE

Table 4.1 Teacher A Completed Questionnaire Result ........................................... 20
Table 4.2 Students responses on teacher explaining theory before giving questions .......................................................... 21
Table 4.3 Students responses on teacher requiring the students to solve problems with the teachers way ................................................................. 23
Table 4.4 Students responses on teacher giving detail explanations but not use all of them in the learning process ............................................................ 24
Table 4.5 Students responses on teacher handling students’ different perspectives ................................................................................................. 25
Table 4.6 Students responses on teacher transferring knowledge generously ...... 27
Table 4.7 Teacher B Completed Questionnaire Result ........................................... 28
Table 4.8 Students responses on teacher assigning a group task but not always watching over the students works .......................................................... 29
Table 4.9 Students responses on teacher giving many examples to make the students understand ................................................................. 30
Table 4.10 Students responses on teacher improving students’ way of thinking of the problem solution and their behavior ................................................... 31
Table 4.11 Students responses on teacher giving consultation to students on how to improve their results ................................................................. 33
Table 4.12 Students responses on teacher encouraging the students to develop an idea to solve the problem ................................................................. 34
Table 4.13 Students responses on teacher assigning a group work to make students think critically ................................................................. 35
Table 4.14 Students responses on teacher guiding students through asking questions, exploring options and offering suggestion .............................................. 37
Table 4.15 Students responses on teacher giving learning activity to encourage students to be initiative and responsible .................................................. 38
Table 4.16 Students responses on teacher listens to students opinion on how the material should be delivered................................................................. 39
Table 4.17 Students responses on teacher giving the students freedom to choose any strategies to solve a problem......................................................... 41
Table 4.18 Teacher C Completed Questionnaire Result................................................. 42
Table 4.19 Students responses on teacher explaining theory before giving questions................................................................................................. 43
Table 4.20 Students responses on teacher requiring the students to solve problems with the teacher’s way................................................................. 44
Table 4.21 Students responses on teacher giving detail explanations but not use all of them in the learning process......................................................... 45
Table 4.22 Students responses on teacher handling students’ different perspectives ........................................................................................................... 47
Table 4.23 Students responses on teacher transferring knowledge generously .... 48
Table 4.24 Students responses on teacher giving consultation to students on how to improve their results............................................................................ 49
Table 4.25 Students responses on teacher encouraging the students to develop an idea to solve the problem. ................................................................. 51
Table 4.26 Students responses on teacher assigning a group work to make students think critically ................................................................. 52
Table 4.27 Students responses on teacher guiding students through asking questions, exploring options and offering suggestion......................... 53
Table 4.28 Students responses on teacher giving learning activity to encourage students to be initiative and responsible......................................... 55
Table 4.29 Students responses on teacher listening to students opinion on how the material should be delivered................................................................. 56
Table 4.30 Students responses on teacher giving the students freedom to choose any strategies to solve a problem......................................................... 57
Table 4.31 Teacher D Completed Questionnaire result................................................. 58
Table 4.32 Students responses on teacher giving consultation to students on how to improve their results................................................................. 59
Table 4.33 Students responses on teacher encouraging the students to develop an idea to solve the problem. ................................................................. 61

Table 4.34 Students responses on teacher assigning a group work to make students think critically ................................................................. 62

Table 4.35 Students responses on teacher guiding students through asking questions, exploring options and offering suggestion................. 63

Table 4.36 Students responses on teacher giving learning activity to encourage students to be initiative and responsible................................. 65

Table 4.37 Students responses on teacher listening to students opinion on how the material should be delivered.............................................. 66

Table 4.38 Students responses on teacher giving the students freedom to choose any strategies to solve a problem.............................................. 67