

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is the most commonly used language to communicate with people from different countries. It is make English as an International language. English is one of the main subjects which is taught in Indonesian school. Sometimes Indonesian students have difficulty in learning English. In order to make them easier in learning English, the teacher need to use a method that can make the students understand English well. Teaching Style is needed for teacher to teach English.

According to Gill (2013), every teacher has her or his own style of teaching. And as traditional teaching evolves with the advent of differentiated instruction, more and more teachers are adjusting their approach depending on their student's learning needs.

Schneider (2009) said, "teaching style refers to the teaching strategies and methods employed plus use of certain kinds of rhetoric." Based on Grasha (1996), there are 5 category of teaching style. The types of the teaching style are expert, formal authority, personal model, facilitator, and delegator.

Teaching style can be effective when it is engage students in the learning process and developing the students critical thinking to solve the problems they found in the real life.

As same as human that another human is different with the others. It is also happening in style of teaching. A teacher with another teacher maybe will not have the same style.

This study will take place at SMP Muhammadiyah 2 Surakarta. This study is interested in investigating the teacher's dominant teaching style and the responses of the students to their teacher's dominant teaching style.

So, the purpose of this study is to see the dominant teaching style that have been used by the teachers and students responses on it.

1.2 Limitation of the Study

This study is about teaching style of English teachers and students response at “SMP Muhammadiyah 2 Surakarta” in Jl. Kerinci No.15 Sekip, Kadipiro, Banjarsari, Surakarta.

1.3 Research Question

Based on the background of the study, the research questions are the following:

1. What is the dominant teaching style of the English teachers in SMP Muhammadiyah 2 Surakarta?
2. What are the responses of the students in SMP Muhammadiyah 2 Surakarta about their teacher dominant teaching style?

1.4 Objective of the Study

The objectives of the study are the following:

1. To describe the dominant teaching style of English teachers in SMP Muhammadiyah 2 Surakarta
2. To describe the students responses to their teachers dominant teaching style.

1.5 Significance of the Study

There are some benefits from this study, first is theoretical benefits which can increase the knowledge about teaching style, and knowing the reason why the teachers using that teaching style.

Second is for practical benefits which can help the researcher giving knowledge about teaching style and also the response of the students to that teaching style. For the teachers it can help them to know the response of the students on their teaching style and the students can give feedback directly to

their teachers dominant teaching style. And the last, readers of this research can increase their knowledge about teaching style.

1.6 Research Paper Organization

The organization on this research paper is represented in order to make the reader easier to understand the content on the research paper. We can see it as follows:

Chapter 1 is introduction. This chapter is displaying the background of the study, limitation of the study, research questions, objective of the study, significance of the study and research paper organization.

Chapter 2 is review of related literature. This chapter will display definitions of teaching style, types of teaching styles, instrument for measuring teaching style and previous study.

Chapter 3 is research method. It is covering the type of research, object of the study, data and data source, methods of collecting data, technique for analyzing data, validity and reliability and trustworthiness.

Chapter 4 is about finding and discussion regarding to the dominant teaching style of English teachers and students responses on it in SMP Muhammadiyah 2 Surakarta.

Chapter 5 contains conclusion, pedagogical implication and suggestion