THE STYLE OF TEACHING ENGLISH READING COMPREHENSION IN EFL CLASSROOM: A CASE STUDY AT SMA ANTARTIKA SIDOARJO

THESIS

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ABSTRACT

Fitria, Zahrotul (2019). *The Style of Teaching English Reading Comprehension in EFL Classroom : A Case Study at SMA AntartikaSidoarjo.* A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel, Surabaya. Advisors: H. Mokhammad Syaifudin, M.Ed, Ph. D., and Rakhmawati, M.Pd.

Keywords: teaching style, reading comprehension, EFL classroom.

As English teachers should know the appropriate teaching style to help students for developing their language skills in learning process.Teaching style represents personal qualities and behaviors that teachers express in front of the class and that is consistent in various situation. Therefore, teachers should have an effective teaching style to enhance students' learning outcomes especially reading comprehension. The aim of this research is to identify the teachers' teaching style both regular and effective classes in teaching EFL reading comprehension at SMA Antartika Sidoarjo. Moreover, the researcher wants to knowthe factors influencing in adopting teachers' teaching style. The researcher applied descriptive qualitative to obtain the result. The data were collected through observation, interview and the analysis of documentary evidence as audiovisual materials. There are two English teachers as subjects of this research. The findings showed that English teachers in regular class applied facilitative style while English teacher in effective class used socratic style for teaching reading comprehension. Furthermore, there are some factors that can be associated in adopting teachers' teaching style.They include sensitivity of teacher to students' learning style, students' ability to handle the course, and teachers' need to control classroom tasks directly.

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ABSTRAK

Fitria, Zahrotul (2019). *The Style of Teaching English Reading Comprehension in EFL Classroom : A Case Study at SMA AntartikaSidoarjo.* A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya. Advisors: H. Mokhammad Syaifudin, M.Ed, Ph. D., and Rakhmawati, M.Pd.

Kata kunci: gaya mengajar, pemahaman membaca, kelas bahasa inggris sebagai bahasa asing.

Sebagai guru bahasa Inggris harus mengetahui gaya mengajar yang tepat untuk membantu siswa dalam mengembangkan keterampilan bahasa mereka ketika proses pembelajaran. Gaya mengajar menggambarkan kualitas dan perilaku yang ditunjukkan oleh guru di depan kelas dan konsisten dalam berbagai situasi. Oleh karena itu, guru harus memiliki gaya mengajar yang efektif untuk meningkatkan hasil belajar siswa terutama pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengidentifikasi gaya mengajar guru kelas regular dan efektif dalam mengajar pemahaman membaca dikelas bahasa inggris sebagai bahasa asing di SMA Antartika Sidoarjo. Selain itu, peneliti ingin mengetahui faktor yang mempengaruhi dalam mengadopsi gaya mengajar guru. Peneliti menggunakan deskriptif kualitatif untuk memperoleh hasilnya. Data dikumpulkan melalui observasi, wawancara dan analisis dokumentasi seperti audiovisual. Ada dua guru bahasa Inggris sebagai subjek penelitian ini.Temuan menunjukkan bahwa guru bahasa Inggris di kelas regular menerapkan gaya fasilitatif sementara guru bahasa Inggris di kelas efektif menggunakan gaya socratic untuk mengajar pemahaman membaca. Selain itu, ada beberapa faktor yang dapat dikaitkan dalam mengadopsi gaya mengajar guru. Itu termasuk sensitivitas guru terhadap gaya belajar siswa, kemampuan siswa untuk menangani kursus, dan kebutuhan guru untuk mengatur tugas kelas secara langsung.

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TABLE OF CONTENTS

COVER
PERNYATAAN KEASLIAN TULISAN i
ADVISOR APPROVAL SHEET..... ii
EXAMINER APPROVAL SHEET..... iii
PUBLICATION SHEET..... iv
ABSTRACT v
ABSTRAK..... vi
TABLE OF CONTENTS vii
LIST OF TABLES iix
LIST OF FIGURES x
LIST OF ABBREVIATIONS xi
LIST OF APPENDICES..... xii

CHAPTER I: INTRODUCTION 1

A. Research Background 1
B. Research Questions 4
C. Objectives of the Study 5
D. Significance of the Study..... 5
E. Scope and Limit of the Study 5
F. Definition of Key Terms 6

CHAPTER II: REVIEW OF RELATED LITERATURE 8

A. Theoretical Background 8
1. Definition of Teaching Style 8
2. Types of Teaching Style..... 9
3. The Factors Influencingin Adopting Teachers' Teaching Style..... 11
4. The Function of Reading..... 12
5. The Importance of Reading Comprehension..... 13
6. The Importance of Teaching Reading..... 13
7. Definition of EFL Classroom 14
8. Regular and Effective Classes 15
B. Previous Studies..... 17

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CHAPTER III : RESEARCH METHOD 21

A. Research Design 21
B. Researcher Presence 21
C. Setting of the Research 22
D. Data 22
E. Research Instrument 24
F. Data Collection Technique 25
G. Data Analysis Technique 28
H. Research Stages 32

CHAPTER IV :FINDING AND DISCUSSION 33

A. Finding 33
1. Teachers' Teaching Style in Teaching EFL Reading Comprehension 33
2. The Factors Influencing in Adopting Teachers' Teaching Style 37
B. Discussion 42
1. Teachers' Teaching Style in Teaching EFL Reading Comprehension 42
2. The Factors Influencing in Adopting Teachers' Teaching Style 45

CHAPTER V: CONCLUSION AND SUGGESTION 51

A. Conclusion 51
B. Suggestion 52

REFERENCES 53

APPENDICES

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LIST OF TABLES

Table 3.1 Research Design
Table 3.4 The Factors Influencing In Adopting Teachers' Teaching Style
Table 4.1 Teachers' Teaching Style in Regular class
Table 4.2 Teachers' Teaching Style in Effective class

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LIST OF FIGURES

Figure 3.2 Cycles of Data Analysis
Figure 3.3 Teachers' Teaching Style at SMA Antartika Sidoarjo

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LIST OF ABBREVIATIONS

1. EFL : English Foreign Language
2. SMA : Sekolah Menengah Atas (Senior High School)
3. TPR : Think-Pair-Share
4. KWL : Know, Want to Know, Learned

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LIST OF APPENDICES

APPENDIX I : OBSERVATION CHECKLIST
APPENDIX II : OBSERVATION RESULT
APPENDIX III : INTERVIEW GUIDELINE
APPENDIX IV : INTERVIEW RESULT
APPENDIX V : SURAT VALIDASI
APPENDIX VI : KARTU BIMBINGAN SKRIPSI
APPENDIX VII : SURAT TUGAS
APPENDIX VIII : SURAT IZIN PENELITIAN
APPENDIX IX : SURAT BALASAN PENELITIAN

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CHAPTER I

INTRODUCTION

This chapter consists of research background that explains the reasons why the researcher conducts this study. Researcher formulated concern of the study, objective of the study, and significance of the study. Moreover, this research presented the scope and limitation of the study. The last part provided the definition of key term to avoid misinterpretation of those terms.

A. Research Background

Teachers' way deliver a material in the classroom can influence the students for understanding the lesson. As English teachers must be responsible to develop language skills in practicing their knowledge that is suitable with students' need. They should to know the appropriate teaching style to help students in learning process. Teaching style is the general traits and qualities that teachers express in front of the class and that is consistent in various situation.[1]The ways teachers collect, organize, communication with students and classroom task management can engage their student in teaching and learning process. Moreover, teaching styles consist of teacher's own ways and the facilities for delivering information to students. Grasha stated that teaching style is the teachers practice and attribute in teaching and learning process to show the different teaching styles exist.[2]Hence, the development of teachers' proficient talent related to teachers' personality type as the most significant factor which is influenced by teaching style.[3]Teachers diverge by the way they deal with their classes, how they understand their role as teachers, and how they cooperate with students. At the point when teachers reveal students how to select and apply appropriate methodologies, they show their own specific preferred teaching styles. Moreover, teaching styles influence how teachers accepted instructional methods as well as students' learning ability.

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[1] Conti, G. J. *Assessing Teaching Style in Continuing Education* (San Francisco: Jossey-Bass. 1989),3-16.

[2]Grasha, A. F. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles* Pittsburgh, (PA: Alliance Publishers;1996)

[3] Cooper, C. *Foreign Language Teaching Style and Personality* (Foreign Language Annuals. 2001;34), 301-316.

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Teachers' teaching style can be crucial element for delivering materials in teaching and learning process that has impact on students' learning outcomes.[4] Normally teaching English involve four language skills that related each other, they are speaking, listening, writing, and reading. To become an expert in English, the learners should be able to master those parts. In fact, they do not master in all of those skills especially reading. Moreover, teaching English as foreign language must be considered by English teachers to get better result for the learners.

Reading is an activity that includes a set of skills to make sense and obtain the meaning from the printed word.[5] Reading as receptive skills, which means people will get meaning from the discourse by seeing or hearing.[6] The readers especially students can enlarge their knowledge by reading. Vice versa, reading can be challenging for readers when the material or technical is unfamiliar. There are some types of reading and one of them is reading comprehension.

The process of recreating meaning from text is known as reading comprehension. Recreating meaning means the process of change the information that is presented and demonstrated how the readers learn what they read.[7] Reading comprehension is similar with reading for meaning, understanding and entertaining.[8] For some readers, understanding each words easier than linking them together into meaningful ideas. These readers are insufficient to comprehend the underlying and get all meaning the entire text. Comprehension means the ability to grasp the words, understand and connecting the ideas that conveyed in a text.[9] Comprehending the texts is not easy for students especially in English since they

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[4]Schlecthy, P.C. *Shaking Up The Schoolhouse* (San Fransisco, USA:Jossey-Bass Publishers, 2001)

[5]Caroline – David Nunan. *Practical English Language* (McGraw-Hill, 2005), 68.

[6]Harmer, Jeremy.*The Practice of English Language Teaching* (Longman, 2007), 199.

[7]Maulida, Faiza, "The Use of Think-Pair-Share in Teaching Reading Comprehension A Case study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017" *Journal of English Language Teaching 6 (1) (2017).*

[8]Caroline – David Nunan. *Practical English Language (McGraw-Hill, 2005)*, 71.

[9] McNamara, D. S. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*(New Jersey: Lawrence Erlbaatum Associates, Inc., 2007), xi.

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have to give all of their attention to the text. They face some distractions along the reading process.

In Indonesia, English has known as foreign language. Some of people want to learn English because they realize that English is a device of communication to interact each other which provides people whole of the world. It can be used to communicate and collaborate for gaining knowledge and more information in many aspects successfully. In every country, English become a global language that means this language develops a special role and recognize.[10] Even though in Indonesia English becomes a foreign language, it has been taught in all level of education from kindergarten until senior high school. English becomes a subject of lesson that must be taken by every student in the school. Indonesian should have English competence, because they have learnt in the basic level that makes them easy to access the information, understanding the information and the important thing to communicate.[11] In fact, teaching English as foreign language is not easy, because teachers must be more attention to teach the learners in order to understand English well. For this situation, a teacher should have an effective teaching style to enhance students' learning outcomes especially reading comprehension. Grasha said that teaching style can guide and direct instructional processes that has impact on students' capability to understand the lesson.[12]

There are several research that discussed similar problems related with teaching style in education. The first previous research that has been done by Abbas Pourhosein Gilakjani from Islamic Azad University entitled *"A Match or Mismatch between Learning Styles of the Learners and Teaching Styles of the Teachers".*[13]The aim of this study is to show teaching styles match or mismatch with

[10] Crystal, David. *English as a Global Language* (Cambridge: Cambridge University Press, 1997),3.

[11]Fahmawaty,"Bahasa Inggris sebagai Bahasa International dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indoensia*".Sulawesi Selatan.*

[12]Grasha, A. F. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles* Pittsburgh, (PA: Alliance Publishers;1996), 1.

[13] Gilakjani, A. P."A Match or Mismatch between Learning Styles of The Learners and Teaching Style of The Teachers".*I.J. Modern Education and Computer Science*, 2012, 11, 51-60.

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students' learning style such as auditory, visual, and kinesthetic learning styles among Iranian learners, and pedagogical inferencesfor the EFL/ESL classroom. The study explained that teachers should classify their own teaching style to adjust activities with students' learning styles.

The second was done by Sulaiman Alnujaidientitled *"The Difference between EFL Students' Preferred Learning Styles and EFL Teachers' Preferred Teaching Styles in Saudi Arabia"*.[14]The purpose of this study to present the perception ofmatching teachers' teaching style to students' learning style in the EFL classroom.The result showed that EFL students preferred the active,visual, sensing, and sequential learning styles. Meanwhile, the EFL teachers preferred the global, abstract, passive, and verbal teaching styles.These results revealed that there was a mismatch between students'learning styles and teachers' teaching styles.

The difference with previous study, this research focus on English teachers' teaching style from Campbell who have three types, they include didactic style, socratic style, and facilitative style. The research conducted in Senior High School exactly at SMA Antartika Sidoarjo that has different classes both regular and effective classes. For students who want to be part of effective class, they should get some test as rules and regulations from school. This research is needed to find out the teachers' teaching style both regular and effective classes in teaching EFL reading comprehension. Furthermore, the researcher want to investigate the factors influencing in adopting teachers' teaching style

B. Research Questions

Based on the research background, the research questions can be formulated as follows:

1. What are the teachers' teaching style in teaching EFL reading comprehension ?
2. What are the factors influencing in adopting teachers' teaching style?

[14] Alnujaidi,Sulaiman. "The Difference between EFL Students' Preferred Learning Styles andEFL Teachers' Preferred Teaching Styles in Saudi Arabia". *Canadian Center of Science and Education, English Language Teaching;* Vol. 12, No. 1; 2019.

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C. Objectives of the Study

Related to the research questions, the objective of the study are:

1. To find out the teachers' teaching style in teaching EFL reading comprehension.
2. To know the factors influencing in adopting teachers' teaching style.

D. Significance of the Study

The result of this research hopefully can be useful in the field of English education, as describe below.

1. Theoretical significance
   The result of this research is supposed to contribute the development of theories in teaching style especially teaching reading comprehension in EFL classroom. This study will make additional references.
2. Practical significance
   The result of this research can be additional information related teaching reading that can be applied in the class to make learning English more effective. The teachers can also improve their way in teaching and learning processes.
3. Future researcher
   Hopefully this research can be useful for additional reference to other researcher in analyzing teachers' teaching style particularly in teaching reading comprehension. Moreover, the future researcher may investigate more deeply with large amount of participant in different setting or different skill in English.

E. Scope and Limit of the Study

The scope of this study is about teachers' teaching style in teaching reading comprehension at SMA Antartika Sidoarjo. The teachers' teaching style represents personal qualities and behaviors that show in teaching and learning process especially for teaching reading comprehension. The researcher focuses on the types of teaching style from Campbell to identify the English teachers' teaching style in teaching EFL reading comprehension. Furthermore, the researcher also investigates the factors influencing in adopting teachers' teaching style. This research conducted to two English teachers at the school who have different classes both regular and effective classes.

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F. Definition of Key Terms

In order to avoid misinterpretation of concept in this study, the researcher explains the terms as the details are:

1. Teaching style

   The term teaching styles refers to teachers' behavior that shows in the classroom and is not limited to a teaching method or a strategy. Teaching styles may be related with teachers' personal experience in teaching and learning process, background knowledge and cultural background. Conti stated that teaching style is the general traits and qualities that teachers express in front of the class and that is consistent in various situation.[15] In this research, the teachers' teaching style represents personal qualities and behaviors that show in teaching and learning process especially for teaching reading comprehension. Personal qualities of teachers can be seen how they attempt to be a good teacher for their student. Teacher's behavior is an output from teacher that shows to reflect their personal qualities at different times.[16] The researcher described teaching style that used by English teachers in teaching EFL reading comprehension and the factors influencing in adopting teachers' teaching style

2. Reading Comprehension

   The process of recreating meaning from text is known as reading comprehension. Recreating meaning means the process of change the information that is presented and demonstrated how the readers learn what they read.[17] In this research, the aim of reading comprehension is to learn the text by knowing the main idea, supporting ideas, inference and expression or phrase in text by tenth grade students of SMA Antartika Sidoarjo.

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[15] Conti, G. J. Assessing Teaching Style in Continuing Education (San Francisco: Jossey-Bass. 1989)3-16.

[16]Mehdipour, Yousef – Dr. D. Balaramulu "The Influence of Teacher's Behavior on The Academic Achievement" *International Journal of Advancements in Research & Technology*.Vol 2, Issue5, May-2013

[17]Maulida, Faiza, "The Use of Think-Pair-Share in Teaching Reading Comprehension A Case study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017" *Journal of English Language Teaching 6 (1) (2017).*

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3. EFL Classroom

EFL is an abbreviation for English as a Foreign Language. It means learning and using English as an additional language. Moreover, an EFL classroom refers to educational situation in a country where English is not the dominant language or not be the native language. In this class, students can communicate the same language and share the same culture.

Even though in Indonesia English as Foreign Language, Indonesian should have English competence because they have learnt in the basic level that makes them easy to access the information, understanding the information and the important thing to communicate[18]. In fact, teaching English as foreign language is not easy, because teachers must be more attention to teach the learners in order to understand English well. Therefore this research conducted at SMA Antartika that have regular and effective classes as EFL classroom to identify teacher's teaching style and investigate the factors influencing in adopting teachers' teaching style

[18]Fahmawaty,"Bahasa Inggris sebagai Bahasa International dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indoensia".*Sulawesi Selatan.*

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature review of this research. It consist of definition of reading, reading comprehension, the importance of teaching reading, the teacher's role in teaching reading, and teaching style.

A. Theoretical Background

1. Definition of Teaching Style

Teaching styles refers to teachers' behavior that shows in the classroom and is not limited to a teaching method or a strategy. Occasionally, the term ofteaching style make some people distracted with the term of teaching strategies. Teaching strategies consists of particular activities that used to develop the instruction method and ease the knowledge acquisition of students. Teaching styles may be related with teachers' personal experience in teaching and learning process, background knowledge and cultural background. Jarvis and Grasha defined teaching styles as a teacher's practice of reliance, senses, and manners towards the teaching learning exchange.[19] Teaching styles has impact on how teachers delivering information, communication with students, classroom task management and control the course. Cooper described teaching style as activities related to the teachers' preference instruction, methods, and techniques for teaching in the classroom.[20] The teaching style variation can effect for teachers and students to be more successful experience. Heimlich and Norland suggested that teaching style is "the product of facets" of teachers' life. This may include teachers' personal experience in teaching and learning, personal likes and dislikes, background knowledge, and cultural background. Teaching styles can be seen by observing teachers' teaching behavior in the classroom, such as the ways of delivering information, organizing discussion, create lesson plan, and how teachersfacilitate the learning activities.

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[19]Grasha, A. F. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles* Pittsburgh, (PA: Alliance Publishers;1996)

[20] Cooper, C. *Foreign Language Teaching Style and Personality* (Foreign Language Annuals. 2001;34), 301-316.

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2. Types of Teaching Style

Many research developclassification systems to identify teaching style. The following includes different categories of teaching style.

Grasha stated that there are five types of teaching styles in teaching learning process. They consist of expert, formal authority, personal model, facilitator, and delegator.[21] The expert has the knowledge and information that students need. The teacher's knowledge can lead to intimidate students if the knowledge is over-used in the classroom. The formal authority focuses on teacher's methodology for guiding class paired with firm expectations. Nevertheless, this style may lead to rigid, standardized and less flexible for classroom management if over-investment in teaching learning process.

Personal model is the teacher's approach that teaches by personal example and motivates students to imitate. This type emphasizes on observation and emulating the teacher as a role model. Teachers who apply this style feel that their approach is the most effective instruction for teaching. This style can lead students' motivation is low and feelings ofinsufficiency.

The personal nature of the student-teacher interaction known as facilitator style.This style would offer a great deal of flexibility in teaching learning process and prefer to a student-centered approach for exploring alternate ways to accomplish tasks. However, it can lead uncomfortable feeling in the classroom to respond the material and build the expressive atmosphere, if the approach not implemented in a positive way.

Finally, the delegator style affirms as student-centered approach. The students are sued by the teacher to be independent learner. Teachers who apply this style, they encouraged the students to do assignment and learn the course independently. Sometimes, teacher misreading of students' readiness to take on independent work and it may contribute to student anxiety. The various teaching styles from Grasha that may help in teaching and learning process.

[21]Grasha, A. F. *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles* Pittsburgh, (PA: Alliance Publishers;1996)

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In other research, Flanders explained different terms, such as student-centered as indirect style, teacher-centered as direct style, and discipline-centered as eclectic style.[22] Weinberg also used four teaching styles, they are direct teaching, problem solving, peer teaching, and group approach.[23]

For direct teaching style, the teacher determines what is to be learned, assesses and gives feedback. This style needs very little perceptive or affective participation on the student's part. In peer teaching style pairs two students with different capability levels. The teacher presented criteria that used by students to evaluate each other. Then, the teacher prepare some problem and the students solve it with the most suitable ways for them known as problem solving style. The style emphasizes students' creativity and responses. For the last style is group approach used to improve social skills as well as acceptance among different capability levels.

There are some categories of teaching styles that has used, but this research only focus on teaching style from Campbell.[24] There are three types of teaching styles: didactic style, socratic style and facilitative style. The didactic style is concern on teacher controlled the lesson through lectures and students' note taking. The style asked teacher to explain more the course by lecturing in the class session. A teacher should share knowledge that students need to lead them in understanding the course. The students might describe the teacher as a "storehouse of knowledge" who possesses the information they need.

The socratic style is teachers' way to stimulate students' response through the use of questions in teaching and learning process. In this style, the teacher should design activities for teaching in the class to encourage students for developing their ideas about the lesson. The important goal in socratic style is the ability of students to think and work

[22]Abdul Gafoor, K. &Haskar Babu U, *Teaching Style: A Conceptual Overview In S. Sabu, Teacher Education In The New Millennium* (New Delhi: APH 2012), 55-69

[23] Abdul Gafoor, K. &Haskar Babu U, *Teaching Style: A Conceptual Overview* ... 55-69

[24] Campbell, J. "A Comparison of Teacher-Efficacy for Pre- and In-Service Teachers in Scotland and America". *Journal of Education*. 1996, 117, 2-12.

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independently. The last facilitative style is focus on how teacher organized the learning activities and the students were responsible for their own learning. The teacher gives little supervision for students to do work on course project. They can consult with the teacher to increase their work on individual or group project. Moreover, students are given a lot of motivation and encouragement by the teacher to do well in the course.

3. The Factors Influencing in Adopting Teachers' Teaching Style

For selecting a teaching style, Grasha stated how to adopt or even modify particular style by teachers. He explained about the factors that influence in adopting teaching style. There are some factors, such as sensitivity of teacher to students' learning style, students' ability to handle the course,teachers' need to control classroom tasks directly and readiness of teacher to build and/or preserve relationship with and among students.[25]

a. For the first factor, sensitivity of teacher to students' learning style involve the ability use information of variety learning style to match with teaching style and design variety into the teaching and learning processes used. As we know that every students have different learning style in understanding the course. The students' learning style would affect how teaching style could be adopted quickly and to be successful.
b. Second factor is dealing with students' ability to handle the course demands. It consists of how they understand the course, capability to take initiative or responsibility to obtain information, capability to do project with other students effectively and motivation to perform well.
c. Third factor deals based on teachers' need to control classroom tasks directly. They consists of organizes the course, maintains control over classroom processes, and monitors progress of students.

[25]Grasha, A. F. *Teaching with Style: A Practical Guide to Enhancing Learning...*, 180

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d. For the last factor is related to readiness of teacher to build and/or preserve relationship with and among students in teaching and learning process. In this case, interest in relationship indicated by how teacher develops communication with students, describes students how to work together, and provides positive feedback and encouragement in teaching and learning process.

4. The Function of Reading

Reading is an activity that includes a set of skills to make sense and obtain the meaning from the printed word.[26] It means through reading activity people will gain the meaning from the discourse by seeing or hearing.[27] The functions of reading is as the source of knowledge to obtain more information that cannot get from other skill such as writing, listening, or speaking completely. It might be the learners will obtain an information or knowledge from listening to the television or radio, and communication with others. However, the learners did not get the information as well as they do reading. They are able to find the example, explanation, reason, and summary from the news that they read.

Harmer stated that reading is important skill for language acquisition. How the students learn what they read, it will have an impact on what they get at it.[28] Therefore, students must understand what they read to improve their language ability. Reading ability will best be developed in association with speaking, writing, and listening activities.[29] Furthermore, the learner should improve their reading skill in order to develop their ability on those skills too.

Based on those statements, the researcher concludes that reading is an activity to obtain knowledge or information and comprehend from printed text to learn what the writers think in their writing. So, the teachers need to teach it for enhance students' capability in making sense of the text that is being read.

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[26]Caroline – David Nunan. *Practical English Language* (McGraw-Hill, 2005), 68.
[27] Harmer, Jeremy. *The Practice of English Language Teaching* (Longman, 2007), 199.
[28] Harmer, Jeremy. *How to Teach English* (Britain: Pearson Longman, 2007), 99.
[29]Brown. H. D. *Teaching by Principle an Interactive Approach to Language Pedagody 2nd edition* (San Francisco state university, 2000),298.

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5. The Importance of Reading Comprehension

The process of recreating meaning from text is known as reading comprehension. Recreating meaning means the process of change the information that is presented and demonstrated how the readers learn what they read.[30] Comprehending the texts is not easy for students especially in English since they have to give all of their attention to the text. There some distractions that they face along the reading process, such as: vocabulary, working memory and type of text.[31] Seems like a computer process, comprehend text needs relating each other things.[32] Sometimes the connection will occur when the readers assume that the information is important or interesting.[33]

Moreover, reading comprehension is beneficial to get the information from a text and increase students' vocabulary through interpret the meaning on the text. In this research, reading comprehension is the process of recreating meaning for specific information. It is active activity that tries to learn the text by knowing the main idea, supporting ideas whether it is about detail express or detail implied, and inference.[34]

6. The Importance of Teaching Reading

Teaching reading is very important to increase language ability that can be master in English, especially for students of senior high school. Therefore, English teacher should know the principles in teaching reading to make teaching learning process effectively. There are six principles in teaching reading according to Harmer[35] :

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[30]Maulida, Faiza. "The Use of Think-Pair-Share in Teaching Reading Comprehension A Case study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017"*Journal of English Language Teaching 6 (1) (2017)*

[31]Maulida, Faiza. "The Use of Think-Pair-Share in Teaching Reading Comprehension ... *(2017)*

[32]Aslam. R. A., "Students' Strategies in English Reading Comprehension at SMA Muhammadiyah 1 Gresik"(Islamic State University of Sunan Ampel Surabaya).

[33] McNamara, D. S. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. New Jersey: Lawrence Erlbaatum Associates, Inc., 2007.

[34]Sahrin S. &Riki B. *Think Pair Share Technique to Improve Students' Reading Comprehension. Iqra Buru University, Maluku.*

[35]Harmer,Jeremy. *How to Teach English* (Britain: Pearson Longman, 2007), 101-102.

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1. Motivate students to read as often as possible

   In learning process, teacher should encourage the students to read as much as possible. The students try to guess what the meaning of word and understand the argument by looking at picture based on the text.
2. Choosing the reading text that can engage to students

   The teacher must select an interesting topic to get students' interest. This way can help students to be engaged with the topic and the activities in reading text.
3. Motivate students to respond to the text content (and share their feelings about it)

   Giving a chance for students to respond the purpose of the text is important in studying reading text. That way can help students to understand the meaning and message from the text, not only the number of paragraph.
4. The main factor in reading is prediction.

   In the beginning of reading text, the students often look at the blurb such as the book cover, photographs and headline. Effectively, it can help them to predict what they are going to read. The teacher also should give students "hint" to predict what is coming.
5. The topic appropriate to the task when using intensive reading texts.

   Before teaching reading, the teachers should choose reading task and appropriate activities during reading text based on level of their students.
6. Good teachers utilize reading texts to the full.

   The important things for the teachers to make interesting lesson sequences and integrate the topic and activities in reading text.

7. Definition of EFL Classroom

EFL is an abbreviation for English as a Foreign Language. It means learning and using English as an additional language. Moreover, an EFL classroom refers to educational situation in a country where English is not the dominant language or not be the first language. In this class, students can communicate the same language and make

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similar mistakes in the target language. So, the teacher can rectify those mistakes.

In Indonesia, English has known as foreign language. Some of people want to learn English because they realize that English is a device of communication to interact each other which provides people whole of the world. It can be used to communicate and collaborate for gaining knowledge and more information in many aspects successfully. Indonesian should have English competence, because they have learnt in the basic level that makes them easy to access the information, understanding the information and the important thing to communicate.[36]

In EFL classroom, the teacher may be the only model as native English speaker to share their knowledge. Moreover, teacher should be prepared effective lesson planning to teach EFL learners. Commonly, learners of EFL classroom needs a lot of practice English orally and giving motivation to learn English in order to find opportunities of English outside of class.[37] In fact, teaching English as foreign language is not easy, because teachers must be more attention to teach the learners in order to understand English well. Therefore this research conducted at SMA Antartika that have regular and effective classes as EFL classroom to identify teacher's teaching style and investigate the factors influencing in adopting teachers' teaching style.

8. Regular and Effective Classes

The school is a place to develop the potential and talent possessed by students. Through various school programs, students are expected to develop optimally and be able to achieve extraordinary achievements. Each school has the authority to organize and manage itself for the progress of the school, such as the implementation of regular classes and effective classes. Regular classes are classes that are generally held by schools with the usual teaching methods and no

[36]Fahmawaty, "Bahasa Inggris sebagai Bahasa International dan Pengaruhnya Terhadap Kurikulum Pembelajaran Bahasa Inggris di Indoensia".Sulawesi Selatan.

[37]https://oupeltglobalblog.com/2011/07/12/how-esl-and-efl-classrooms-differ/ Oxford University Press ELT on 1/8/19 at 2.49

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special services. The curriculum used is also no different, namely the national standard curriculum that applies to all students taking education in Indonesia.[38] So that the material presented is in accordance with the needs of students to be completed in three years.[39]

Like the government that issued the Republic of Indonesia law on the national education system number 20 of 2003 namely "citizens who have the potential for intelligence and special talents are entitled to education". Furthermore, in chapter V article 12 paragraphs 1 emphasizes that "every student in each education unit is entitled to receive educational services according to their talents, interests and abilities". With the issuance of the Republic of Indonesia Law number 20 of 2003 concerning the national education system, it means that every student is entitled to receive services according to his potential.[40]

Based on the decision, there is a schools' program as an effort to improve education services, one of them is an effective class program or more familiar as excellence class. Implementation of an effective classroom program is considered as an alternative for students that have more ability and intelligence than others. Through this program can be a student's encouragement to learn the lesson more easily. Students who will enter the effective classroom program, they must get some tests as rules and regulations that have been determined by the school. Moreover, this program has benchmarks of success such as a minimal completeness criteria (KKM) is 80 for all subjects especially Indonesian, English, mathematics and science. The KKM will continue with the increase in classes such as, class X minimal 80, class XI minimal 82 and class XII minimal 85. Furthermore, effective classes are given additional hours on subjects tested

[38]Mufthi, A. A., Skripsi: *"Perbedaan Tingkat Asertivitas Antara Siswa Kelas Unggulan Dengan Siswa Kelas Regular di MTs Ma'arif Munggung"* (Malang : UIN Maulana Malik Ibrahim, 2014), 39

[39]Fiauziah, Ftriyah. Skripsi: *"Perbedaan Tingkat Asertivitas Antara Siswa Kelas Akselarasi Dengan Siswa Kelas Regular di SMA Negeri 3 Malang"* (Malang: UIN Maulana Malik Ibrahim, 2012), 36

[40]Supriyono, Agus. Tesis: *"Penyelenggaraan KelasUnggulan di SMA Negeri 2 Ngawi"* (Surakarta: UniversitasSebelasMaret, 2009), 3

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for national examinations such as Indonesian, English, mathematics and science. The addition of these hours starts from class X given to each lesson outside of school hours for mastery of the material and additional competence which is done every month. Students who are deemed not to have completed learning will be given a remission to add value. Monitoring and consultation are also carried out by the teacher in an effort to achieve student learning completeness in the effective class. Parents of effective students will receive a grade report from the teacher each month to monitor students in learning process. Moreover, every few months there is a meeting forum between the teacher and parents of class students for evaluation, collecting suggestions etc. an effective classroom assessment system that is objective, comprehensive and sustainable can have an impact on students' motivation to develop their ability and reach achievement.[41]

Besides that, in the effective class, the learning method applied emphasizes more on the active learning approach that is student-oriented.[42] So that, the teacher acts as a facilitator, mediator and also student learning partners.

From the explanation above it can be seen the difference between the regular class and the effective class. Moreover, this research is needed to find out the teachers' teaching style both regular and effective classes in teaching EFL reading comprehension. Furthermore, the researcher wants to investigate the factors influencing in adopting teachers' teaching style.

B. Previous Studies

There are several research discussed teaching style in education. The first previous research that has been done by Abbas Pourhosein Gilakjani from Islamic Azad University entitled *"A Match or Mismatch Between Learning Styles of the Learners and*

[41]Mufthi, A. A., Skripsi: *"Perbedaan Tingkat Asertivitas Antara Siswa Kelas Unggulan Dengan Siswa Kelas Regular di MTs Ma'ari fMunggung"* (Malang : UIN Maulana Malik Ibrahim, 2014), 34

[42]MTsNBatu, 2013. Program KelasUnggulan, http://mtsnegeribatu.sch.id

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Teaching Styles of the Teachers".[43] The aim of this study is to show teaching styles match or mismatch with students' learning style such as auditory, visual, and kinesthetic learning styles among Iranian learners, and pedagogical inferences for the EFL/ESL classroom. The study explained that teachers should classify their own teaching style to adjust activities with students' learning styles.

The second was done by Sulaiman Alnujaidientitled *"The Difference between EFL Students' Preferred Learning Styles and EFL Teachers' Preferred Teaching Styles in Saudi Arabia"*.[44]The purpose of this study to present the perception of matching teachers' teaching style to students' learning style in EFL classroom Saudi Arabia. There were130 EFL students and 102EFL teachers as subject in this study. The result showed that EFL students preferred the active, visual, sensing, and sequential learning styles. Meanwhile, the EFL teachers preferred the global, abstract, passive, and verbal teaching styles. This study used descriptive statistic to identify EFL students' preferred learning styles and EFL teachers' preferred teaching styles. Therefore, the data were collected by survey questionnaire as instrument. The study revealed a statistically significant difference between students'learning styles and teachers' teaching styles. These results revealed that there was a mismatch between students' learning styles and teachers' teaching styles.

The differences among those studies are the aims, teaching style, and methodology. This study focuses on the style of teaching English reading comprehension. Moreover, in this study used types of teaching style from Campbell. It consist of three types : didactic style, socratic style and facilitative style. The research design that applied in this research is descriptive qualitative.

The third study was conducted by Nasmah Riyani entitled *"EFL Education And Teacher Developments: The Implementation*

[43]Gilakjani, A. P., "A Match or Mismatch between Learning Styles of The Learners and Teaching Style of The Teachers".*I.J .Modern Education and Computer Science,* 2012, 11, 51-60.

[44]Alnujaidi,Sulaiman. "The Difference between EFL Students' Preferred Learning Styles and EFL Teachers' Preferred Teaching Styles in Saudi Arabia''. *Canadian Center of Science and Education, English Language Teaching;* Vol. 12, No. 1; 2019.

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Of CLC And Teachers' Teaching Style Preference".[45]The study discussed Indonesian EFL teachers' teaching style and their belief about applying communicative language competence. There were 50 teachers that involved in this research based on purposive sampling from one of regency of the Capital city, Kolaka Indonesia. The teachers filled Grasha Teaching Style Inventory (TSI) as support for this study. The descriptive statistic showed that the teachers mostly used formal authority styles and personal model respectively. The students' speaking competence was still categorized low. From the data and interview result, the teacher created such dependent teaching learning environment and goals to students.

The fourth previous study that related with this research was done by Mostafa Zamanian and Soheila Soleiman Pounya entitled *"An Investigation of EFL Novice and Experienced Teachers' Classroom Management Strategies and Teaching Styles".* [46]This purpose of this study is to find out the Iranian teacher used to classroom management strategies and the dominant teaching style applied in the classroom. There were 60 teachers in 10 language centers as participant in this study. This research used questionnaire for collecting the data. The results showedthat the novice EFL teachers preferred the intellectual excitement while for experiences teachers used the interpersonal rapport as the dominant style.

The differences among those studies are the purpose and the methodology. This research focus on the style of teaching English reading comprehension that used teaching style from Campbell. Descriptive qualitative has implemented as research design that used to identify teachers' teaching style and investigate teachers consideration in adopting their teaching style.

The fifth study is "*An Exploration of EFL Teachers' Teaching Styles and Emotions"* by Tahereh Heydarnejad, Azar Hosseini

[45]Riyani,Nasmah. "EFL Education And Teacher Developments: The Implementation of CLC And Teachers' Teaching Style Preference". *Journal of Education.* Vol 2, No.2, November 2017.

[46]Zamanian, Mostafa – Soheila Soleimani Pouya, "An Investigation of EFL Novice and Experienced Teachers' Classroom Management Strategies and Teaching Styles". *International Academic Journal of Humanities* Vol. 4, No. 3, 2017, pp. 46-54.

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Fatemi, and Behzad Ghonsooly from Iran.[47] The purpose of study to investigate English as foreign language (EFL) teachers' preferred teaching style and the emotions that they experienced in their classes. The study used Grasha's Teaching Style Inventory (TSI) and Emotions Questionnaire for Teachers (EQT) to find out teaching style preference and teachers' experiences emotions. In this study, there were 200 EFL teachers as participants from both public high schools and private language institutes of Iran. The findings showed that there two most frequent styles by EFL teachers are facilitator and delegator styles. It regarding emotion, enjoyment was the most and anger was the least dominant emotions EFL teachers experienced in their classes.

In sum up, this research is different from previous studies. In this research only focus on English teachers' teaching style by Campbell who have three types, they include didactic style, socratic style, and facilitative style. It will be conducted in Senior High School exactly at SMA Antartika Sidoarjo that have different classes both regular and effective classes. This research is needed to find out the teachers' teaching style both those class in teaching EFL reading comprehension. Furthermore, the researcher wants to know the factors influencing in adopting teachers' teaching style.

[47]Tahereh Heydarnejad et.al, "An Exploration of EFL Teachers' Teaching Style and Emotions". *Journal Of Applied Linguistic And Language Research*, Vol.4 No. 2, 2017, pp. 26-46.

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CHAPTER III

RESEARCH METHOD

This chapter consists of research design, researcher presence, setting of the research, research instrument, data collection technique, data analysis technique and research stages.

A. Research Design

This research applied descriptive qualitative. Creswell stated that qualitative research is an approach that has purpose to investigate and understand the meaning in human life whether individual or society.[48] In qualitative research, the researcher described a real phenomenon in teaching reading comprehension narratively. Through observation, the qualitative method is used to investigate teachers' teaching style while teaching reading comprehension in EFL classroom. Moreover, this research also tries to find the meaning of a phenomenon through interview from the sight of participants.[49] The data in the qualitative approach is in form of deep analyzing rather than numeric analysis data.[50] In this research, the data were collected through observational methods, in-depth interviewing the informants that have relation with this study and the analysis of documentary evidence such as audiovisual materials.

This research is also a case study because the researcher provides an in-depth description of teaching and learning process in regular and effective class especially for teaching reading comprehension. In case study emphasizes on understanding how the individual behavior can change to the environment.[51] Moreover, this study tried to develop insight from teachers' behavior in teaching EFL reading comprehension.

B. Researcher Presence

In this research, the role of the researcher is as an observer and interviewer. The researcher had come to the principle of the school

[48] Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, 2014), 4.
[49] Creswell, John W. *Research Design*… 33
[50] Ary, Donald. *Introduction to Research in Education* (Canada: Nelson Education, 2010), 29.
[51] Ary, Donald. *Introduction to Research in Education* …, 455.

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to ask permission before collecting the data, in order to know the purpose of this research. In this case, the researcher is as passive participant. It means the researcher is present at the class but does not interact or participate in those activities.[52] The researcher collected the data by doing observation in the class and observed the teachers' teaching style in teaching reading comprehension (see appendix I). After teaching and learning process, the researcher asked some questions to English teachers based on interview guideline (see appendix III).

C. Setting of the Research

1. Subject

Participants of this research are the English teachers who are able to share their experiences, involved in phenomenon directly, available to interview, and not under pressure.[53] In this research there are two English teachers as subject in different classes both regular and effective classes at SMA Antartika Sidoarjo

2. Place

This research was conducted at SMA Antartika Sidoarjo which located in St. Raya Siwalanpanji No.6 Buduran, Sidoarjo. The researcher was chosen this school as the research location because the school has regular and effective classes that are different with other school.

3. Time

This research was conducted on August 2019. The observation was started from 5th until 14th August 2019 on the regular and effective classes. Interview was conducted after teaching and learning process.

D. Data

In qualitative method, there are some data that used to collect the data, such as visual data (photo, video, and film), data of document, observation, and interview.[54] Many ways to obtain the

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[52]Sugiyono.*Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung : Alfabeta, 2013), 312

[53] J.R. Raco, "Metode Penelitian Kualitatif" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

[54]Rowohlt, Taschenbuch Verlag GmbH, Reinbekbei Hamburg. *An Introduction to Qualitative Research Fourth Edition Sage* (Hants: Colour Press Ltd) 2009), 219

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data in qualitative research : observation, interview and documentation.[55] This research used some types of data to answer the research question, such as primary and secondary data.

1. Primary Data

Primary data can be obtained by researcher collected the data from the source without intervention. Teachers' teaching style while teaching reading comprehension in EFL classroom is as the primary data of this research. The researcher gained the primary data through observation and interviews the teachers. The observation was conducted two meeting for every teachers and four meeting as the total. The researcher used observation checklist (see appendix I) to find out the teachers' teaching style in teaching EFL reading comprehension. Furthermore, the teachers interviewed by the researcher using interview guideline (see appendix III) after teaching and learning process reading comprehension to know the factors influencing in adopting teachers' teaching style.

2. Secondary Data

Secondary data is data collected from other source which is not directly and used for supporting the primary data. The secondary data of this research are document and audiovisual materials. The documents are journal and RPP. The RPP is used to find out whether the teaching and learning activities in the class is accordance with lesson plan. Meanwhile, audiovisual such as video recorder and audio recorder. Video recorder is used to find out the teachers' teaching style while teaching EFL reading comprehension as long as the researcher observed the teachers in the classroom. Moreover, the researcher kept the interview result with teachers using audio recorder to know the factors influencing in adopting teachers' teaching style.

[55]Raco, J. R. *Metode Penelitian Kualitatif* (Jakarta: GramediaWidiasarana Indonesia, 2010), 111

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E. Research Instrument

1. Observation instrument (Observation Checklist)

Creswell explained that observation data can be collected by taking field notes on the activities and behavior of the individuals at the location of research.[56] The researcher here did an observation in order to observe the learning process in the class and investigate about the teachers' teaching style in teaching EFL reading comprehension. Observation checklist adopted from Campbell who have three types of teaching style. They include didactic style, socratic style, and facilitative style. The observation checklist presented by table that contains three types of teaching style related teaching reading comprehension in the class (see appendix I). The table consists of nine statements that indicate three type of teaching style. The statement related with teachers organize, interaction with students and classroom task management in teaching and learning process. There are two English teachers as object of observation in regular and effective classes. The observation was conducted two meeting for every English teacher while teaching reading comprehension in EFL classroom. This research used video recorder to document the teaching and learning process.

2. Interview instrument (Interview Guideline)

An interview is a data collection method in which an interviewer asks some questions of an interviewee. Creswell stated that interview data is in which the researcher do face to face with the participant and it can be by telephone or communicate.[57] The purpose of interviewing is to find out someone's mind about something that we cannot directly observe. It can be face to face interview technique, via telephone, depends on the arrangement between the researcher and the informants.

In this research, interview is useful to get more information about the teachers' teaching style in teaching

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[56] Creswell, John W. *Research Design Qualitative, quantitative, and mixed methods approaches* (SAGE Publications Inc, United Kingdom, 2009).

[57] Creswell, John W. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, 2014)

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learning process especially reading comprehension. To answer the second research question, the researcher used interview. The second research question is about the factors influencing in adopting teachers' teaching style. The interview was conducted to know how the teachers select their teaching style that suitable in teaching EFL reading comprehension. Interview guideline adopted from Grasha related factors that can be associated in adopting teaching style. They include sensitivity of teacher to students' learning style, students' ability to handle the course, teachers' need to control classroom tasks directly and readiness of teacher to build and/or preserve relationship with and among students (see appendix III). The interview guideline consists of fourteen questions related with the factors influencing in selecting teacher's teaching style. In this study, there are two English teachers as participant. They were selected purposefully who have experience in teaching English more than two years. The interview was conducted after teaching and learning process. For this session, the interview result was kept using audio recorder.

3. Audiovisual Materials

According to Creswell, the last type of qualitative data is called by qualitative audio and visual materials[58]. This data can be taken in the form of art objects, photographs, videotapes, or any forms of sound. This research is used video recorder to make valid data in teaching learning and process. As secondary data, the video recorder is useful to identify teachers' teaching style when the researcher conducted observation in the classroom. Moreover, the interview was done orally after teaching reading comprehension and the researcher needs to record the interviewing in purpose to keep the data. The interview record is used to find out the factors influencing in adopting teachers' teaching style.

F. Data Collection Technique

Technique for collecting data is conducting observation and interview. Creswell explained that qualitative research equal like

[58] Creswell, John W. *Research Design :Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications, 2014)

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interpretative research. It means the researcher should involve with participant intensively.[59] Therefore, the researcher was observed and interviewed two English teachers in teaching reading comprehension to find out teaching style that used by English teachers in the class. Then, data collection will be followed by interview the factors influencing in adopting teachers' teaching style.

1. Observation

In qualitative research, observation is concerned in the field without intervention.[60] The purpose of observation is to show the real situation of the research when teaching and learning process reading comprehension. The researcher needed two meeting observations for every teacher in order to make valid documentation and the action sensed naturally. As passive participation, the researcher just sat at the behind of class and does not interact or participate. The researcher did field note and checklist to find out teachers' teaching style in teaching EFL reading comprehension. After that, the researcher analyzed the result of observation while teaching reading in the class. The observation result would check with appropriate teaching style that used by English teachers.

2. Interview

The purpose of interview is to find more information that did not gained by observation.[61] According to Esternberg, he stated some types of interview : structured, semi-structured, and unstructured. Based on those statement, the researcher chosen semi-structured (open ended) to gain information deeply. The researcher interviewed the teachers to collect the data based on interview guideline. The interview was conducted after teaching and learning process. Moreover, the teachers can give opinion and ideas related with factors influencing in adopting teachers' teaching style for teaching reading comprehension. After the data were gathered, the

[59] Creswell, John W. *Research Design : Qualitative, Quantitative, and ...*
[60]Suryana, *"Metodologi Penelitian",* (Universitas Pendidikan Indonesia, 2010)
[61]Raco, J. R. *Metode Penelitian Kualitatif* … 112

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interview result transcribed by researcher to make easier interpreting the data.

3. Documentation

Documentation is a about note, picture, transcript, book or other works. In qualitative research, the purpose of document study is as supporting from observation and interview.[62] In this research used transcript and pictures as documentation.

This research used video recorder to identify teachers' teaching style when conducted observation in the class. During observation, the researcher took video record almost two hours in every meeting. After conducting the observation in the class, the researcher asked the English teachers for interview session. The interview was done during one hours for each teachers after teaching reading comprehension and needs to record in purpose to keep the data. Then, researcher transcribed the interview result to make easier interpreting the data. The interview record is used to find out influencing factors in adopting teachers' teaching style.

[62]Sugiyono.*MetodePenelitianPendidikan : PendekatanKuantitatif, Kualitatif, dan R&D* (Bandung : Alfabeta, 2013), 329

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Table 3.1 Research Design

No	Research Question	Literature	Subject	Data Collection Technique	Instrument
1	What is the teachers' teaching style while teaching EFL reading comprehension ?	Adopted on Campbell, guideline of teachers' teaching style	English teachers	Observation through video recorder, documentation	Observation checklist
2	What are the factors influencing in adopting teachers' teaching style ?	Adopted on Anthony F Grasha, guideline of selecting teaching style	English teachers	Interview	Interview Guideline

G. Data Analysis Technique

Data analysis refers to the process of seeking and organizing the data systematically, such as interview transcripts, fieldnotes, document or other materials. The aims of analysis is to increase understanding of the readers and to provide what researcher have discovered to others.[63]The researcher analyzed the data after conducted observation and interview. Data analysis of this research used technique from Mattew B. Milles and Michael Huberman. They explained that there are some activities of data analysis, such as : data reduction, data display, and conclusion drawing/verification.

[63]Bogdan. et.al., *Qualitative Research For Education : An Introduction To Theory and Methods* (Boston London, 1982)

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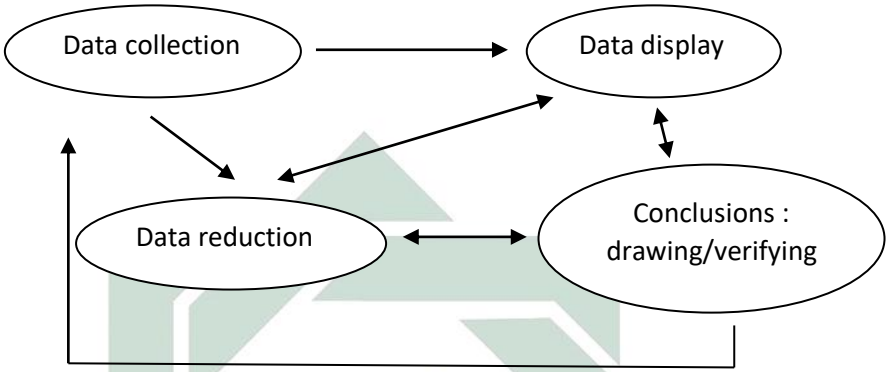
Figure 3.2 Cycles of Data Analysis



The cycles analysis explained more detail below :

1. Data Collection

In this research, the process to collect data through some way named data collection. They are observation, interview and documentation. The observation and documentation data was taken during teaching and learning process reading comprehnsion and interview data could be obtained after those activities or break time.

2. Data Reduction

Sugiyono stated data reduction is data analysis that collected by selecting an important information, focus on the main things, looking for themes then discard unneeded data.[64] In this research, data obtained in the field is written in the form of detailed report. During observation, the researcher took video record almost two hours in every meeting. The observation result was analyzed by researcher through reduction the data to sort out the information needed in research question. After conducting the observation in the class, the researcher asked the English

[64]Sugiyono, *MetodePenelitianPendidikan : PendekatanKuantitatif, Kualitatif, dan R&D* (Bandung : Alfabeta, 2013), 338

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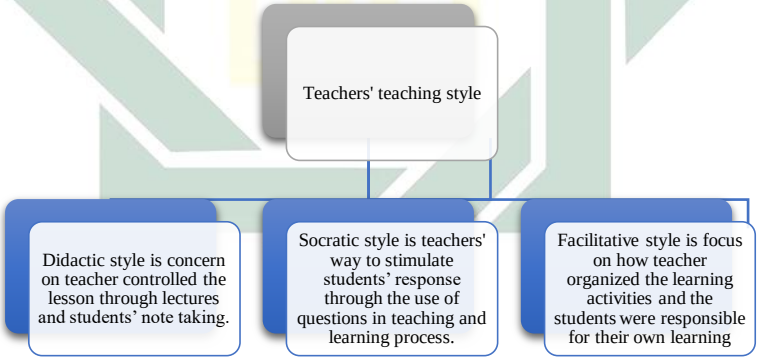
teachers for interview session. The interview was done during one hours for each teachers after teaching reading comprehension and needs to record in purpose to keep the data. After the data were gathered, researcher transcribed the interview result only thirty five minutes for reduction the data. It was done to make easier interpreting the data.

3. Data Display

Data display is data that was storted by researcher. In this process, data can be described and analyzed in form of short description, chart, diagram, network, table and etc. Miles and Huberman stated that in qualitative research, the most frequent form to display the data is narrative text.[65]To display the data in this research, the explanation above mentioned display techniques will be used diagram and table.

Figure 3.3 Teachers' Teaching Style at SMA Antartika Sidoarjo



[65]Miles, B. M. – Michael Huberman, *Qualitaive Data Analysis Second Edition* (SAGE Publication, 1994)

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Table 3.4 The Factors Influencing in Adopting Teaching Style

No	The factors influencing in adopting teachers' teaching style
1	Sensitivity of teacher to students' learning style
2	Students' ability to handle the course
3	Teachers' need to control classroom tasks directly
4	Readiness of teacher to build and/or preserve relationship with and among students

According figure 3.3, there three types of teaching style from Campbell that would be used in this research to identify the teachers' teaching style while teaching EFL reading comprehension in regular and effective class. Furthermore, in table 3.4, there are some factors that can be associated in adopting teachers' teaching style for teaching reading comprehension. The detail explanation both figure 3.3 and table 3.4 would be served in findings and discussions.

4. Conlusion Drawing/verification

A conclusion obtained by researcher after all of processes finish. Before that, the observation result was interpreted then analyzed to get the answer of the first research question. Then,the researcher used coding to interpret the data from the interview. Miles and Huberman stated that codes consist of tags or labels for defining parts of meaning to represent the information during a research.[66] Furthermore, interview result was given various colors as codes to mark the information that required to answer the second research question. After those four analyzing qualitative data and was conducted data coding, the researcher would make a conclusion.

[66] Miles, B. M. – Michael Huberman, Qualitaive Data Analysis Second Edition (SAGE Publication, 1994), 56

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H. Research Stages

1. At first, the researcher asked permission to get research at SMA Antartika Sidoarjo. After reseacher got permission from principal, researcher made appointment with English teachers to do observation in their class.
2. Second, the researcher came to the class for conducting observation during teaching learning process in the class. The observation related with teachers' teaching style in teaching EFL reading comprehension and how the teacher interacts with their students. If any problem within the teaching learning process, the researcher wrote some notes in the observation sheet. This activity needed documentation and observation guideline to make data valid. Video recording used to keep the data when doing observation in the class. After get the data from observation, the English teachers interviewed by researcher to know the teachers' possible consideration in adopting their teaching style in the class especially for teaching reading comprehension.
3. Analyzing the data
   After collecting all documents, analyzing the data based on the theoretical framework. Specifically, the instrument was adapted from some experts and lectures to check it as the valid instruments.
4. Concluding the result of data
   The researcher made a conclusion that has discussed in this research after all of process analyzing the data which is combined with theory.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the result of the research. To answer the research questions, the finding and discussion which is adapted to the theory. The result of observation explained about teachers' teaching style in teaching EFL reading comprehension. Furthermore, the interview result given more explaination related factors influencing in adopting teachers' teaching style.

A. Finding

In previous chapter, the researcher mentioned that used observation checklist and interview guideline to obtain the data. The result of observation and interview was analyzed by researcher to find out teachers' teaching style in teaching EFL reading comprehension and the factors influencing in adopting teachers' teaching style. The result of research findings explained as follow :

1. Teachers' Teaching Style in Teaching EFL Reading Comprehension

To answer the first research question related teachers' teaching style in teaching EFL reading comprehension, the researcher used observation checklist to observe two English teachers during teaching and learning process reading comprehension in regular and effective classes. Reseacher conducted the observation for four meetings in the classroom as the total. The observation checklist adopted from Campbell as guideline to identify teachers' teaching style in teaching EFL reading comprehension. Campbell divided three types of teaching style : didatic style, socratic style, and facilitative style. The English teachers in regular class and effective class have different teaching style in teaching and learning process reading comprehension. The following explanation are the result of research findings.

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a. Regular Class

Table 4.1 Teachers' Teaching Style in Regular class

No	Facilitative style	Activities in the class
1	Course activities develop students to responsible and take initiative for understanding their learning.	Students must share their ideas to answer the question with their group discussion. Teacher will ask one of them to know students' understanding in their group. (see Picture 1)
2	Students are given motivation and encouragement by the teacher to do well in this course.	Teacher gives a motivation to be confident, such as don't be afraid, good answer, excellent, don't be shy, speak up. (see Picture 2)
3	The activities in the class motivate students to develop their own ideas about the course, such as form a small group discussion.	Teacher asked students to form a group discussion and answer the questions. Teacher also observes about cooperation and activeness in their group. (see Picture 3)

Based on table 4.1 the observation result was conducted by researcher for two meetings in regular class, English teacher has applied facilitative style. The researcher can identify the teacher's teaching style after attended teaching and learning process in the classroom while teaching reading comprehension. The teacher showed students how and what to do in the course in order to increase students' understanding. Teacher often asked students to read and learn the topic of reading text before they study in the class. Teacher did not do lectures as part of teaching reading comprehension, because she asked

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students to read the text one by one to know their pronunciation and she would correct it. In teaching and learning process, teacher also guided students' work on course project by asking questions, giving option, and offering alternative ways to do things. For example, students mentioned about difficult word that has read and the teacher elicited some questions for connecting with their life. The teacher gave some questions for developing students' ability to think and work independently, but the students just keep quiet. They would speak up when the teacher asked them. This case is caused by almost all of students are passive. When the teacher encouraged them to emulate the example which teacher has provided, they are afraid to make a mistake and shy with others. To solve this problem, students are given responsibility by the teacher to take initiative for their learning. The teacher did not have responsibility to assign what students must learn and how they should learn the course. That way can encourage students to be critical thinking.

Furthermore, the teacher prepared course activities to increase students' initiative and critical thinking, such as small group discussion. After they read the text one by one, students formed a group discussion to learn deeply. The teacher asked students to discuss about issue on the text and they would be asked some questions. Students must share their ideas that have discussed to answer the question. The teacher would ask one of member group to know students' understanding in their group. It can help the teacher to observe about cooperation and activeness of group. Moreover, students are given motivation and encouragement by the teacher to do well in this course. The teacher gave a motivation to be confident, such as do not be afraid, good answer, do not be shy, excellent, etc. Hopefully, the activities and personal support from the teacher can help students to develop their own ideas and can be more active.

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b. Effective Class

Table 4.2 Teachers' Teaching Style in Effective class

No	Socratic style	Activities in the class
1	The teacher guides students' work on course project by asking questions, giving option, and offering alternative ways to do things	After reading activity, teacher asked some questions for students based on the text in order to know students' understanding. (see Picture 4)
2	Students are encouraged to imitate the example which the teacher has provided.	Almost all of students are active because they feel competitive with other to get best score. (see Picture 5)
3	Encourage students' ability to think and work independently.	Students asked by the teacher to share their ideas for completing an incorrect answer or give other opinion. (see Picture 6)

According to the table 4.2 in effective class, the researcher found different teacher's teaching style based on observation result was conducted for two meetings. The English teacher in effective class used socratic style. The style can be seen when the teacher taught reading comprehension. Different in regular class, effective English teacher asked students to read the text by themselves. The teacher did not do lectures as part of the class session, because she has known students' capability to learn the course content independently. Students did not showed by the teacher how and what to do in the course content. After reading activity, the teacher guided students' work on course project by asking questions, giving option, and offering alternative ways to do things. Students were asked by the teacher some questions based on the text in order to know students' understanding. The teacher asked

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students to share their ideas for completing an incorrect answer or give other opinion. The aim is to encourage students' ability to think and work independently. In effective class, almost all of students are active because they feel competitive with other to get best score. Students are encouraged to imitate the example which the teacher has provided. The teacher did not have responsibility to assign what students must learn and how they should learn the course. Students are given responsibility by the teacher to take initiative for their learning. So, it can encourage students to be critical thinking.

The students learnt the reading text independently. They should be able to answer the question or provide an incorrect answer from their friends. It is course activities that have been prepared by the teacher to encourage students' initiative and responsibility in learning process. Students feel competitive with their friends and they have a motivation to get best score. Moreover, the teacher seldom gives motivation and encouragement for students to do well in this course. For activities in the class that can encourage students' ideas, the teacher has known based on their answer. It is caused by effective students are active and critical for giving opinion.

2. The Factors Influencing in Adopting Teachers' Teaching Style

The data collection to answer the second research question about the factors influencing in adopting teachers' teaching style, the researcher conducted interview with two English teachers both regular and effective classes at SMA Antartika Sidoarjo. In interview checklist, there are several open-ended questions adopted from Grasha related factors that can be associated in adopting teaching style. The answers will be explained descriptively and it is supported by the quotation of the teacher' answer. Moreover, some important points are quoted here in translated version from bahasa Indonesia to English. The full question can be seen in the Appendix III, while the full answer of the interview can be seen in the Appendix IV.

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Furthermore, based on the result of observation during teaching and learning process, the researcher find out teachers' teaching style both regular and effective classes which have different teaching style in teaching EFL reading comprehension. The result is used by reseracher as additional information related factors influencingin adopting teachers' teaching style. There are some factors, such as sensitivity of teacher to students' learning style, students' ability to handle the course, and teachers' need to control classroom tasks directly.The factors showed that in adopting teaching style come from the teacher itself and their students. The finding of the data was identified some points and proved by the quotation of the teachers' statements.

The detail information of the factors influencing in adopting teachers' teaching style as follows:

a. Sensitivity ofTeacher to Students' Learning Style

This factor is derived from the teacher. It is about the sensitivity of teacher to students' learning style in the classroom. As we know that for understanding the course every students have different learning style. Teacher's sensitivity to learning style of students involve the ability use information of variety learning style to match with teaching style and design variety into the teaching and learning processes used. In regular class, the teacher attempted to be fair when teaching reading comprehension. She tried to fit the teaching style with variety learning style of students. She said that the teacher should know their students' characteristic to prepare material that appropriate with all kinds of students' learning style.

> *"Yes, before we teach, surely we must know how our students to prepare the material and activities in the classroom. I try to be fair not to discriminate in order to make them comfortable following the learning."* (Excerpt of Regular English teacher)

The other teacher in effective class has her own way for teaching reading comprehension with variety students'

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learning style. She choose to prepare the material that appropriate with each learning style of students.

> *"Yes, because almost all of students is visual learning style. They like to see the real thing rather than imagine about something. Sometimes, I also take the media to the class with pictures or videos to stimulate ideas. Auditory ones might be asked more complex questions so they can explain in more detail."* (Excerpt of Effective English teacher)

Based on those statements, it can be concluded that regular English teacher and effective English teacher have different way for preparing the materials that suitable with students' learning style.

b. Students Ability to Handle The Course

This factor is dealing with students' abilityto handle course demands. It comprise of how they understand the course, capability to take initiative or responsibility to obtain information, and motivation to perform well. The English teacher in regular class taught students step by step when teaching and learning reading comprehension. She must teach students slowly to increase theirs understanding in the course. Students were given by the teacher some questions for eliciting their effort to find out the answer and stimulate their knowledge. Through those activities, the teacher knew how students learn the course and students' ability to gain information. Moreover, the teacher could give additional materials to practice if the students did not understand well.

> *"Because the regular class cannot be fast, so it should be slow step by step. I give some question to stimulate them to find out the answer, so we can know students whether afford or not to do it."* (Excerpt of Regular English teacher)

In effective class, the teacher recommended to know the characteristic of class before applied the teaching style. She said that the teaching style must be appropriate with

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students' ability. So, the teacher can stimulate students to understand the text that will be discussed more deeply.

> *"Yes, before applying that teaching style, we must know the character of the class. We should know how to recognize their abilities, how they are aroused to get into the text that we will discuss."* (Excerpt of Effective English teacher)

It can be concluded that before English teachers in regular and effective class applied their teaching style, they considerate their students' ability. English teachers assumed that it can effect on students achievement in reading comprehension.

c. Teachers' Need to Control Classroom Tasks Directly

This factor deals based on teachers' need to control classroom tasks directly.It consists of organizes the course, maintains control over classroom processes, and monitors progress of students. In regular class, the teacher asked students to read and learn the material that will be discuss before teaching reading comprehension.The teacher elicited students about difficult word that have found on the text. After that, students was asked by the teacher to retell the stoty using their language and others must pay attention. It can encourage students to take initiative for the course.Moreover, she also gave some questions related with reading textto know students' understanding. If there is an incorrect answer, other students are asked by the teacher to give other opinion. The teacher would give the right answer if there is no other option.

> *"Yes, before teaching reading, I told the material for the next meeting, so when I taught they had to be prepared. Then I ask difficult words that are not understood. There are some questions, I ask them to answer. If there is something wrong or something lacking, the other add. Later, if it's still not right, I am the one who intervened."* (Excerpt of Regular English teacher)

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Furthermore, the teacher control classroom processes while students doing the tasks. Before the task would be corrected together, she asked students related the difficulties that have found. If there are difficulties, students often make a study group after school. Students were given responsibility by the teacher for their learning in order to increase theirs understanding. So, the teacher did not do lectures as part of teaching reading comprehension because she is a facilitator in the class. She also used Think-Pair-Share (TPR) strategy to design activities for teaching reading comprehension.

For monitoring students' progress, the teacher would give a reward or additional score for individual or group task. The aim is to motivate students to be more diligent.

> *"If there are assignments that have not been corrected, I asked related the difficulties of material. Ifthey are not finished, usually they will study together after school. The important thing is that they can understand well. I only facilitate the class because the curriculum does indeed require the student center, so they do not need a lot of information."*(Excerpt of Regular English teacher)

Different with regular English teacher, in effective class has own way to control classroom tasks. The teacher usually used reading strategies for teaching reading comprehension. It is Know, Want to Know, Learned (KWL) strategy. The teacher elicited some questions to stimulate knowledge of students through brainstorming. Then, she gave assignment to students and they allowed to search additional information via internet individually. It can help the teacher to know students' understaniding the course. Furthermore, she applied the strategy into three stages : pre-reading, while-reading, and post-reading for teaching reading in the classroom.

> *"Actually we have applied almost all of method, so we just don't focus on one type sometimes it's also combined. Maybe for teaching reading, the students*

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are provoked want to know, want to learn the text. Just start brainstorming activity, we can motivate students to know what they want to learn. From asking questions, answering then making a summary in order to increase students understanding. Sometimes we also play videos or pictures or examples that refer to the text."

"I usually use pre-reading, while-reading, and post-reading." (Excerpt of Effective English teacher)

To sum up, regular English teacher and effective English teacher used different strategies for managing classroom tasks. It may be related with different students' capability both those class.

B. Discussion

In this part, the researcher discuss the findings were correlated with several theories as foundation to do this research. The theories related to the research questions of teachers' teaching style in teaching EFL reading comprehension and the factors influencingin adopting teachers' teaching style. First research question, researcher used theory from Campbell as guideline to identify teachers' teaching style in teaching EFL reading comprehension both regular and effective classes. For the second research question related factors that can be associated in adopting teaching style, researcher used theory from Grasha.

1. Teachers' Teaching Style in Teaching EFL Reading Comprehension

For the first research question, researcher was collected the data about teacher's teaching style in teaching EFL reading comprehension. Teaching style is the general traits and qualities that teachers express in front of the class and that is consistent in various situation.[67] In this research, the teachers' teaching style represents personal qualities and behaviors that show in teaching learning process. The ways teachers collect, organize, communication with students and classroom task

[67]Conti, G. J. *Assessing Teaching Style in Continuing Education* (San Francisco: Jossey-Bass. 1989),3-16.

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management can engage their student in teaching and learning process. Moreover, teaching styles consist of teacher's own ways and the facilities for delivering information to the students.

According to Campbell, he divided three types of teaching style : didatic style, socratic style, and facilitative style. The theory used by researcher to identify teacher's teaching style in teaching EFL reading comprehension. Based on the data, the two English teacher in regular and effective class that became research subject which have different teaching style in teaching EFL reading comprehension. The explanation will be discussed as below.

a. Regular Class

In research findings were explained by researcher that English teacher in regular class used facilitative style. The teacher's teaching style can be identify after attended teaching and learning process in the classroom while teaching reading comprehension. Before teaching reading in the class, the teacher often asked students to read and learn the topic of reading text. Teacher did not do lectures as part of teaching reading comprehension, because she want to enhance students' understanding the content by themselves. Harmer stated that reading is important skill for language acquisition. How the students learn what they read, it will have an impact on what they get at it.[68] It means that students must understand what they read to improve their language ability.

In teaching and learning process, students mentioned about difficult words that have read and the teacher elicited some questions for connecting with their life. It is caused by several distractions that students face along the reading process, such as: vocabulary, working memory and type of text.[69] Moreover, the teacher gave some questions for developing students' ability to think and with one and

[68] Harmer, Jeremy. *How to Teach English* (Britain: Pearson Longman, 2007), 99.
[69]Maulida, Faiza. "The Use of Think-Pair-Share in Teaching Reading Comprehension A Case study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017". *Journal of English Language Teaching 6 (1) (2017).*

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other things. When the teacher encouraged them to emulate the example which teacher has provided, they are afraid to make a mistake and shy with others. They assumed that comprehending the text is not easy because they have to give all of their attention to the text. To solve this problem, students are given responsibility by the teacher to take initiative for their learning. The teacher collects students' advice about what they need to learn. That way can encourage students to be critical thinking.

Furthermore, the teacher prepared course activities to increase students' initiative and critical thinking, such as small group discussion. For efficient condition, the teacher applied Think-Pair-Share (TPR) strategy. Students formed a group discussion to learn deeply. Each student of a group has responsible for helping teammates learn the course and creating an achievement. The teacher also asked students about issue on the text and they must share their ideas that have discussed to answer the question. Teacher would ask one of member group to know students' understanding in their group. It can help the teacher to observe about cooperation and activeness of group.

b. Effective Class

Different with regular class, the researcher found teacher's teaching style based on observation result was conducted for two meetings. The English teacher in effective class used Socratic style. The researcher knew the teacher's teaching style when the teacher taught reading comprehension. In the beginning of the course, the teacher asked students to read the text by themselves. It is caused by the students' ability to learn the course content independently. After reading activity, the teacher guided students' work on course project by asking questions, giving option, and offering alternative ways to do things. Students were asked by the teacher some questions based on the text in order to know students' understanding. Hudson stated questioning strategies can be taught for students to increase their understanding in reading

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comprehension.[70] Sometimes, students were asked by the teacher to share their ideas for completing an incorrect answer or give other opinion. The aim is to encourage students' capability to think and work independently.

In teaching reading, giving questions of what students have read is used to improve their comprehension. Questioning can be a critical section for facilitate students' learning and their long term reading motivation.[71] In effective class, almost all of students are active because they feel competitive with other to get best score. Students are encouraged to emulate the example which the teacher has provided. In other research showed questioning strategies is not only for understanding the content, but also can direct students to think critically.[72] It is evident from this research that teaching questioning supported students learning for teaching reading comprehension.

The students learnt a reading text individually. They should be able to answer the question or provide an incorrect answer from their friends. Unfortunately, the teacher seldom gives motivation and encouragement in this course. For activities in the class that can encourage students' ideas, the teacher has known based on their task. The teacher prepared the activities based on Know, Want to Know, Learned (KWL) strategy that used for teaching reading in the classroom.

2. The Factors Influencing in Adopting Teachers' Teaching Style

For the second research question, data was collected to answer related factors that can be associated in adopting teaching style. The information gotten from the teacher through interview after teaching and learning process reading

[70] Hudson, Thom. *Teaching Second Language Reading* (Oxford: Oxford University Press, 2007)

[71] Macalister, John. "Today's Teaching, Tomorrow's Text: Exploring the Teaching of Reading", *ELT Journal*. Vol. 65, Issue 2, 2011, pp 161-169

[72]Sunggingwati, Dyah – Hoa Thai Mai Nguyen, "Teachers' Questioning in Reading Lessons: A Case Study in Indonesia", Electronic Journal of Foreign Language Teaching, Vol. 10, No. 1, 2013, pp. 80–95

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comprehension in regular and effective classes. The factors discussed from the findings correlated with several theories.

a. Sensitivity of Teacher to Students' Learning Style

Grasha stated that one of factors for adopting teaching style is about the sensitivity of teacher with students' learning style in the classroom. Sensitivity of teacher to students' learning style involve the ability use information of variety learning style to match with teaching style and design variety into the teaching and learning processes used. As we know if every students preferred way in understanding the course. It showed that they have a different way in taking and processing information. To create appropriate technique or design activities in the class, the teacher should know what kind of students' learning style. It is important for helping students to be more successful in gaining information. The teachers should aware of students learning style to adapt their teaching method to fit all students.[73] Moreover, in selecting teacher's teaching style may be a crucial element in learning process, because it might have an impact of students learning outcomes.[74]

The two English teachers in regular class and effective class have same opinion about those statements. The teachers attempted to fit the teaching style with variety learning style of students. Regular English teacher said that the teacher should know their students' characteristic to prepare material that appropriate with all kinds of students' learning style. She hoped that the way could help student more comfortable in following the learning process. In other occasion, effective English teacher prefer to prepare the material that appropriate with each learning style of students. It looks more difficult, but she hope her effort could enhance students' understanding in reading

[73] Saud, Wafa Ismail. "EFL Learning Styles Used by Female Undergraduate Students and Its Relationship to Achievement Level".*English Language and Literature Studies*, Vol. 8, No. 4, 2018, 30

[74]Schlechty, P. C. *Shaking Up the Schoolhouse* (San Fransisco, USA: Jossey-Bass Publisher, 2001)

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comprehension. Based on those statements, it has the same result with the previous study. In the previous study found that a teacher should be aware and match to students' learning style in order to help students in learning course.[75] It can influence for the better result in the classroom.

b. Students' Ability to Handle The Course

The second factor in adopting teaching style is dealing with students' ability to handle the course demands. It is comprise of how they understand the course, capability to take initiative or responsibility to obtain information, and motivation to perform well. As the explanation before in literature review, regular class and effective class are different. A regular class means classes that are generally held by schools with the usual teaching methods and no special services. While effective class is one of school program that may be an alternative for students that have more ability and intelligence than the others.

The English teacher in regular class taught students step by step when teaching and learning reading comprehension. She has known students' capability in regular class is different with effective class. She stated that students of effective class are more active, because they who will enter the effective classroom program must get some tests as rules and regulations that have been determined by the school. So, the teacher's teaching style that has applied in teaching and learning process would have an impact on how student understand the course with different level capability. Walker stated that academic self-image, self-efficacy, achievement, school related attitudes, engagement in school are particular factors that influenced by teachers' teaching style.[76]

[75]Gilakjani, A. P., "A match or mismatch between learning styles of the learners and teaching style of the teachers". I.J .Modern Education and Computer Science, 2012, 11, 51-60.

[76] Walker. J. M., "Authoritative Classroom Management: How Control And Nurturance Work Together" (Theory Into Practice, 2009), 122-129.

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In effective class, the teacher also emphasized that a treatment in regular and effective class is different. She explained students were given any model, they could follow the learning process well. The willingness of students is to compete for getting best grades, because there was monitoring in the form of reports on the achievement in every month. The ones who are could not reach minimum standard or less, the teacher would give remedial and treatment. In other research give evidence that effective class usually aims to create students who can reach an achievement.[77]

Furthermore, the teacher recommended to know the characteristic of class before applied the teaching style. She said that the teaching style must be appropriate with students' ability. It can stimulate students to understand the course that will be discussed more deeply.

c. Teachers' Need to Control Classroom Tasks Directly

According to Grasha, the third factor is teachers' need to control classroom tasks directly. They consist of organizes the course, maintains control over classroom processes, and monitors progress of students. This consideration related with the previous study that showed the teachers' way in teaching and manage the class are important factors to increase students' achievement.[78]

In regular class, the teacher explained that she asked students to read and learn the material that will be discussed before teaching reading comprehension in the class. It can encourage student to take initiative for the course. She also prepared a strategy for teaching reading to design activities such as Think Pair Share (TPR) strategies. Think-Pair-Share is cooperative learning techniques that involve discussion sequence in which students listen to a question or explore their ideas. According to Lyman's, this strategy every students get time to think about a question

[77]Wati, TutiSulistio - Nurul Fatimah, "Kapitalisme Pendidikan Dalam Penerapan Progam Sekolah Di SMA Al-KautsarBandarlampung", *Solidarity*. Vol 4, No. 2, 2015

[78]Kurniati, Intan – Edy Surya, "Student's Perception of Their Teacher Teaching Style's", *International Journal Of Science : Basic And Applied Research*. Vol. 33, No. 2, pp 91-98.

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or a problem that given by the teacher, discuss the answer or the solutions in pair and share ideas with the class.[79] Each student of a group has responsible for helping teammates learn the course and creating an achievement. Hopefully, this strategy can be one of the solutions to solve students' difficulties in reading comprehension. The use of Think-Pair-Share was expecting that students will be motivated to improve their ability to read well in English. It allows a great deal of communication among students and interaction with teacher to control classroom tasks directly. Moreover, it may be play an important role to encourage students' thinking and cognitive skills. The teacher argued that Think-Pair-Share strategy encourages students to learn independently, work together in groups and presentations. It can be a train for students' ability to think independently and cooperate. For monitoring students' progress, the teacher would give a reward or additional score for individual or group task. The aim is to motivate students to be more diligent.

Different in regular class, the effective English teacher has own way to control classroom tasks. She usually used reading strategies for teaching reading comprehension such as KWL strategy. KWL is acronym of Know, Want to Know, and Learned.[80] Know, Want to Know, Learned (KWL) is a reading-thinking strategy that teacher used in reading activity where students are guided to develop their knowledge. In the beginning, the teacher activate the prior knowledge of student or what they Know, and give questions related to what they Want to know, and concluding what they Learn about a particular topic. Students focus on what is important in the text to develop comprehension. Know, Want to Know, Learned (KWL) strategy can encourage students become better readers and

[79] Lyman, Frank. *The Responsive Classroom Discussion*. In A. S. Anderson (Ed.), Mainstreaming Digest College Park, (MD: University of Maryland College of Education, 1981) 109-113

[80] Ogle, Donna – Eileen Carr, "KWL Plus Strategy for Comprehension and Summarization", *Journal of reading*. Vol. 30, No. 7 P. 626-631. 1987

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helps teachers to be more interactive in their teaching.[81] Besides that, the strategy may also be used to motivate students to read extensively and lead the improvement on their speaking and writing skill.

Furthermore, the teacher applied the strategy into three stages. They are pre-reading, while-reading, and post-reading for teaching reading in the classroom. Pre-reading is important role in reading comprehension to provide background information.[82] This stage attempts to stimulate students' knowledge to gain their attention and help them get ready for reading. It same with effective English teacher that do brainstorming before reading activities. While-reading stage is time for students are guided by the teacher through the text and to aid them in understanding difficult concepts.[83] In this stage, the teacher leads students to find the main idea, specific information, or guess the meaning of difficult words from the text. And the last is post-reading stage. This stage involved developing ideas and information from the text and also confirming that the students understand well about the main ideas and supporting details.[84] In this stage, the teacher asked students to comprehend the text fully in other tasks by combining other skills such as speaking or writing. The activities included filling in the KWL tables, summarization or retelling a story.

[81] Ogle, D. M. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text", *The Reading Teacher*, Vol. 39, No.6 : 564-570. 1986

[82] Carrel, P. L. – Joan C. Eisterhold, " Schema Theory And ESL Reading Pedagogy", *TESOL Quarterly*, Vol. 17, No. 4, 1983.

[83]Grabe, William – Fredricka L. Stoller, "Reading for Academic Purpose: Guidelines for ESL/EFL Teacher", In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 187-203). Boston, MA: Heinle and Heinle Publishers, 2001.

[84]Grabe, William – Fredricka L. Stoller, "Reading for Academic Purpose: Guidelines for ESL/EFL Teacher" … 2001.

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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presented the conclusion of the research and suggestion from the researcher related to this research.

A. Conclusion

Based on the data was collected by the researcher, this research focuses on the teachers' teaching style in teaching EFL reading comprehension and the influencing factors in adopting teachers' teaching style. In the previous chapter research findings and discussions was presented and there are two main point conclusion related to the research questions.

1. Teacher's Teaching Style in Teaching EFL Reading Comprehension

From the data obtained in finding, the two English teachers who teach in regular class and effective class have different teacher's teaching style. In regular class, the teacher used facilitative style for teaching reading comprehension. Meanwhile, effective English teacher used socratic style. It is caused by the students in effective class more active than regular class. The teacher's teaching style can be identified after attended teaching and learning process in the classroom while teaching reading comprehension.

2. The Factors Influencing in Adopting Teachers' Teaching Style

This conclusion is based on the research findings related factors that influence in adopting teaching style. There are some factors, such as sensitivity of teacher to students' learning style, students' ability to handle the course,and teachers' need to control classroom tasks directly.

a. For the first factor, sensitivity of teacher to students' learning style involve the ability use information of variety learning style to match with teaching style and design variety into the teaching and learning processes used.
b. Second factor is dealing with students' ability to handle the course demands. It consists of how they understand

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the course, capability to take initiative or responsibility to obtain information, capability to do project with other students effectively and motivation to perform well.

c. Third factor deals based on teachers' need to control classroom tasks directly. They consists of organizes the course, maintains control over classroom processes, and monitors progress of students.

B. Suggestion

Based on the result of this research, the researcher presented suggestions as the following :

1. For theoretical significance

   The result of this research is supposed to contribute the development of theories in teaching style especially teaching reading comprehension in EFL classroom. This study will make additional references.

2. For practical significance

   The result of this research can be additional information related teaching reading that can be applied in the class to make learning English more effective. The teachers should provide their way in teaching and learning process to encourage students for getting achievement. Moreover, the teacher can use the types of teaching style which appropriate with the students.

3. For future research

   This research has tried to collect and analyze the data. Further researcher is suggested to investigate more deeply with large amount of participant to know different type of teaching style. Furthermore, the similar topic can be conducted for the next research in different English skill.

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