



**THE TEACHERS' TEACHING STYLE VARIATIONS IN  
THE ENGLISH CLASSROOM ACTIVITIES: A STUDY ON  
THE ENGLISH TEACHERS OF SMPN 2 AMBARAWA**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan in English

by

**Irta Wahidiyati**  
2201405074

**ENGLISH DEPARTMENT  
LANGUAGES AND ARTS FACULTY  
SEMARANG STATE UNIVERSITY**

**2009**

## PERNYATAAN

Dengan ini saya:

Nama : Irra Wahidiyati  
NIM : 2201405074  
Prodi : Pendidikan Bahasa Inggris  
Jurusan: Bahasa Inggris

Fakultas bahasa dan Seni Universitas Negeri Semarang menyatakan bahwa skripsi/tugas akhir/.final project yang berjudul:

### **THE TEACHERS' TEACHING STYLE VARIATIONS IN THE ENGLISH CLASSROOM ACTIVITIES: A STUDY ON THE ENGLISH TEACHERS OF SMPN 2 AMBARAWA**

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana Pendidikan ini benar-benar karya saya dan dihasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan baik yang langsung atau tidaklangsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung atau sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/.final project membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian surat pernyataan ini dibuat dan semoga dapat digunakan seperlunya.

Semarang, 05 Agustus 2009  
Yang membuat pernyataan

Irra Wahidiyati  
NIM. 2201405074

## APPROVAL

This final project has been approved by Board of Examiners of English Department of Languages and Arts Faculty of Semarang State University on Wednesday, 5 August 2009.

### Board of Examiners

1. Chairperson,  
Prof. Dr. Rustono, M. Hum  
NIP. 131281222

2. Secretary  
Drs. Suprpto, M.Hum  
NIP. 131125925

3. First Examiner,  
Dra. C. Murni Wahyanti M. A  
NIP. 130805077

4. Second Advisor as Second Examiner,  
Dwi Anggara Asianti A, S.S, M.Pd  
NIP. 132300421

5. First Advisor as Third Examiner,  
Prof. Dr. Warsono, M.A  
NIP. 130350484

Approved by  
Dean of Languages and Arts Faculty

PERPUSTAKAAN  
UNNES

Prof. Dr. Rustono, M. Hum  
NIP. 131281222

## **MOTTO**

*Duty is a steadfast and constant thing.*

(CC. Martindale)

*A real sense of discipline is tested in action*

(Jaya P. Narayan)

*Discipline is the refining fire by which talent becomes ability.*

(Roy L. Smith)

*To gain success, discipline is indispensable.*

(Sri Saibaba)

**This final project is proudly dedicated to:**

**My parents ( ibu Ummi Yatminah and bpk. Moch Irfani), with gratitude for their love and encouragement.**

**My lovely husband (Agus Harwinto), thanks for your great love and support.**

**My beloved sister (Ndut Tika), thank for your support.**

**My parents in law (bpk. Pardi and ibu Sri Redjeki), thanks for your love and support.**

**My friends in 'KB1 Kost' (Mei, Ebi), thank for the memories you've given to me.**

**My friends in Class C/E reg 2005 thank for giving me great encouragements.**

**Those who always give great encouragement in accomplishing this final project.**

**All English students of UNNES.**

## ACKNOWLEDGMENTS

First and foremost, I would like to thank Allah SWT for the blessing, health, and inspiration leading to the completion of my study.

My gratitude goes to Prof. Dr. Warsono, M.A, my first advisor, for his suggestions and help during the consultation and to Dwi Anggara Asianti, S.S, M.Pd, my second advisor, who carefully corrected this final project.

I express my deepest gratitude to my parents, husband, sister who always support and motivate me in studying at Semarang State University. My sincere thanks are addressed to all of the English students of Semarang State University 2005, especially class C. Finally, I thank people whose names can not be mentioned here one by one, who helped me in completing this final project.

The Writer

## ABSTRACT

Wahidiyati, Irra.2009. *The Teachers' Teaching Style Variations in the English Classroom Activities: A Study on the English Teachers of SMPN 2 Ambarawa*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Dr. Warsono, M.A. second advisor: Dwi Anggara Asianti, S.S, M.Pd.

Keywords: English teachers' teaching styles, senior high school students

This final project is based on a study which attempted to analyze the teachers' teaching styles in the classroom activity. The main purpose of the study was to explain the teachers' teaching style variations in the English classroom activities in SMPN 2 Ambarawa. I also studied the advantages of the teachers' teaching style variations in the English classroom activities.

Some steps were taken in collecting the data. First, I selected all three English teachers in SMPN 2 Ambarawa to observe their teaching styles. Then, I compared the result of the checklist table from the observation of their teaching styles and compared the result of the questionnaire from the students. The next step was to interpret the result of the questionnaires and the checklist and then describe the use of those variations for the students from the result of the questionnaire. The examples of variations were voice variations, expression variations, and gestures variations, and words variations.

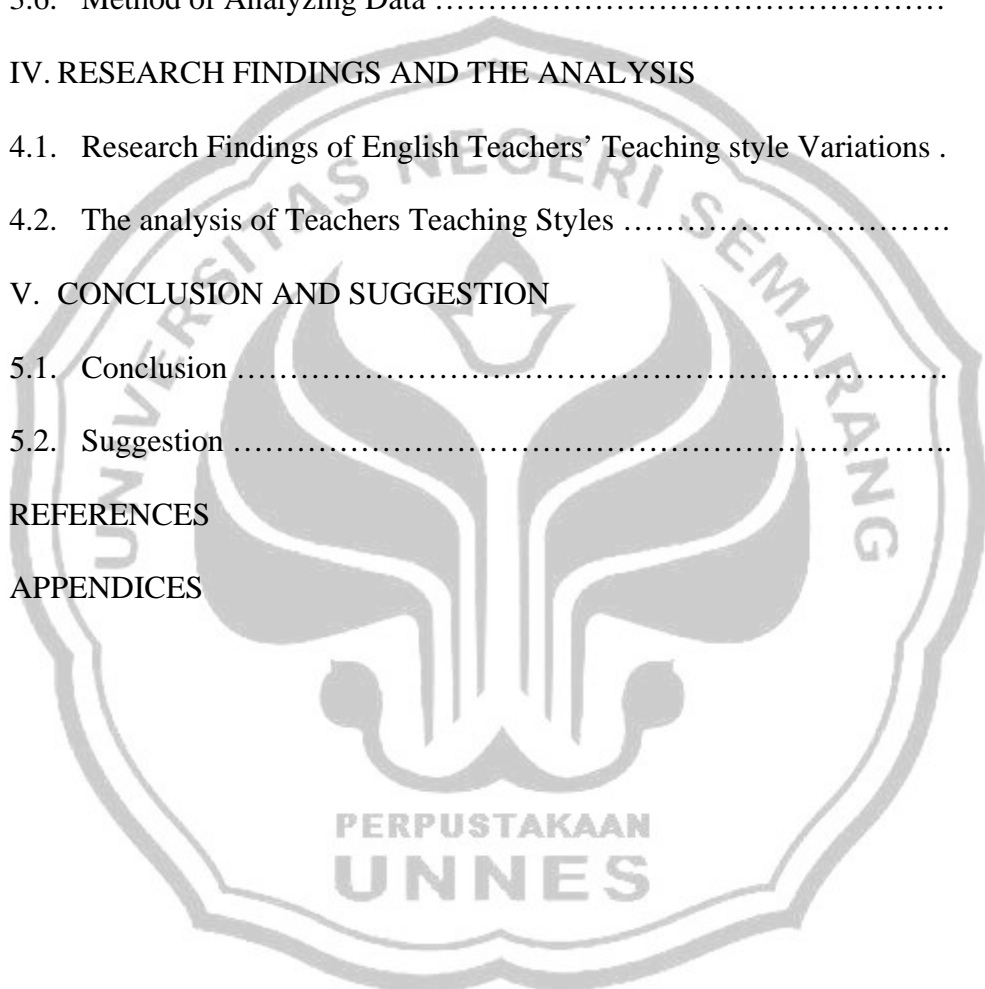
The result showed that the three English teachers in SMPN 2 Ambarawa have their own teaching styles variations. But the way to show their teaching style variations is similar to each other. Teachers' teaching style is teacher's manner with variations in gesture, voice, and movement in teaching learning process. Those three teachers have variations in voice, for example teacher varied in speech, volume and speed. Their variations in gestures are that they used facial expression, hand and body gestures, and head gestures. The examples of their movements are stand stiffly, giving example of walking, writing, and take up different position in the classroom. The advantages of those teaching styles were, the students become more attracted in answering the questions because of the teachers' different voices and all the students could hear them, they could catch the important point because of teachers' emphasizing, and they did not feel bored in the class. They understood the materials well because the teachers used some gestures to explain the materials, they were more enthusiastic in joining the class, and finally they would always be ready with their work and they will be diligent students.

The two English teachers of SMPN 2 Ambarawa should make better efforts to improve effectiveness in teaching. Hopefully, they can develop their teaching style variations to increase the students' ability in achieving good understanding of the subject. And for the next researcher can continue this research by observing the level of interaction between teachers and students.

## TABLE OF CONTENTS

Acknowledgments .....	v
Abstract .....	vi
Table of Contents .....	viii
List of tables .....	ix
List of Appendices .....	x
<b>I. INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	2
1.3 Statements of the Problem .....	3
1.4 Objectives of the Study .....	3
1.5 Significance of the Study .....	4
1.6 Limitation of the Study .....	4
1.7 Outline of the Study .....	4
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1. Teacher and Teaching .....	6
2.2.. Definition of Variability .....	8
2.3. Teachers' Teaching Styles .....	10
2.4. The Components of Teaching Style Variations .....	11
2.5. Teaching Style to Regain Students' Attention .....	14
2.6. Teaching English in Junior High school .....	15
<b>III. METHODOLOGY</b>	
3.1. Research Design .....	17

3.2. The Object of the Study .....	18
3.3. The Instruments of the Study .....	18
3.4. Procedures of Collecting the Data .....	19
3.5. Role of researcher .....	21
3.6. Method of Analyzing Data .....	21
<b>IV. RESEARCH FINDINGS AND THE ANALYSIS</b>	
4.1. Research Findings of English Teachers' Teaching style Variations .	23
4.2. The analysis of Teachers Teaching Styles .....	33
<b>V. CONCLUSION AND SUGGESTION</b>	
5.1. Conclusion .....	39
5.2. Suggestion .....	40
<b>REFERENCES</b>	
<b>APPENDICES</b>	





## LIST OF TABLES

Table

1.1. Skill Observation record .....	18
1.2. Skill observation record of Mrs. X .....	22
1.3. Skill observation record of Mr. Y .....	24
1.4. Skill observation record of Mr. Z .....	26
1.5. Questionnaire result .....	28



## LIST OF APPENDICES

### Appendix

1. Questionnaires sheet ..... 42
2. Skill observation record ..... 43
3. The result of the questionnaires ..... 44



# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

English is an international language used in many countries throughout the world, including Indonesia. In Indonesia, English has an important role especially in education. So, in Indonesia, English is taught as a compulsory subject in elementary, junior, and senior high school. But most of junior high school students do not like this subject, for example in SMPN 2 Ambarawa there are 111 students in my observation but only 54 students like English.

Learning English can not be separated from teachers' role. The teachers give some materials about English lesson, but sometimes their ways of teaching make the students bored and think that English lesson is not interesting. From this problem, we know that the teachers need interesting teaching styles to teach their students and to make their students enthusiastic to study English. In order to make successful English teaching, the teachers have got challenging tasks to motivate the students. So it will be very helpful to encourage the students to learn English. The teachers should use their skill of variability. According to Gladman (1885) as quoted by C. Turney et al (1983:104), variety in teaching is essential to deal with children. Variation and variety have been associated with both enjoyable living and good teaching. Today, many of the maxims regarding variety in teaching are supported by growing and compelling body of researches and theories.

The components of the skill of variability cluster in three main areas (variations connected with manner or personal teaching style, variations in the media and materials instruction, and variations in the pattern and levels of interaction between teacher and pupils). The careful and purposeful blending of these components in teaching can do much to secure and maintain pupil attention, create interest and promote learning.

The skill of variability is much broader than the other skills (reinforcement, basic questioning, etc). It may be classified as a composite or integrative skill since it consists of a combination of components including some aspects of skill already treated (reinforcement, basic questioning, etc). While bringing together some aspects of the earlier skills, the skill of variability also provides for more specialized skill training in such areas as teacher animation, and teacher-pupil discourse (Turney. C, 1983:104).

One of the variations in teaching is the teachers' teaching styles. Variations in the teacher's manner and personal style, especially those which portray enthusiasm, energy and animation, are clearly related to pupil learning but the relationship is not a simple one. Teaching style needs to be adapted to particular learning objectives and tasks (according to Cruickshank and Kennedy, 1976 as quoted by C. Turney et al, 1983:104). So in this research, I want to show the teachers' teaching styles in English classroom activities adapted to learning objectives and tasks.

## **1.2. Reasons for Choosing the Topic**

I choose the English teachers of SMPN 2 Ambarawa because SMPN 2 Ambarawa is the most favourite school in Ambarawa. I choose English subject because English subject is national subject. And I choose this topic because the skill of variability is related to the teacher's animation and enthusiasm or can be related to teachers' teaching style. By choosing this topic, we will know the teachers' teaching styles in teaching English. It can be the teachers' ways in applying those variations or the advantages of the use of their own teaching styles. The advantages here can be the advantages for the teachers or the advantages for the students. Finally we can know some teaching styles and the advantages of the teachers' teaching style that can create better and enjoyable English class.

## **1.3. Statements of the Problem**

The problems in this study are stated as follows:

- 1.3.1. What are the teachers' teaching style variations in the English classroom activities in SMPN 2 Ambarawa?
- 1.3.2. What are the advantages of the teachers' teaching style variations in the English classroom activities in SMPN 2 Ambarawa?

## **1.4. Objectives of the Study**

The objectives of this study are stated as follows:

- 1.4.1. to explain the teachers' teaching style variations in the English classroom activities

1.4.2. to explain the advantages of the teachers' teaching style variations in the English classroom activities

### **1.5. Significance of the Study**

This final project will give some data of English teachers about their variations of teaching style in the English classroom activities. This final project will show the kind of variations of teaching style and the advantages of those variations for the teachers and students. So the teachers can give the appropriate teaching styles or approach that the students like. And it can help to create a better, fun, and more enjoyable English class.

The result of the study will hopefully give benefit to both English teachers and students.

### **1.6. Limitation of the Study**

This study has a broad scope, so the problems that the writer deals with in the study are limited to these following things:

1.6.1 The study focuses on the kind of teaching styles used by teachers in the English classroom activity of SMPN 2 Ambarawa.

1.6.2 The writer uses a descriptive analysis to analyze the teachers' teaching style variations.

### **1.7. Outline of the Study**

This final project is grouped into five chapters. The following is the outline of this final project:

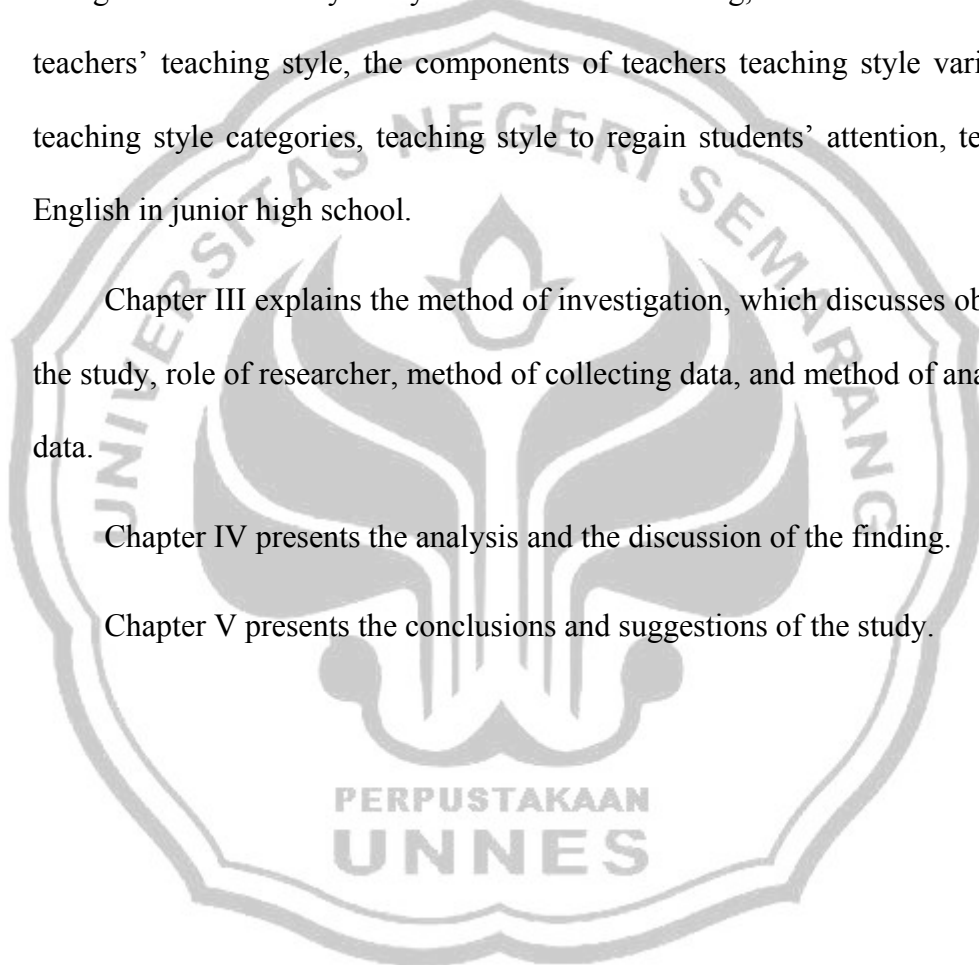
Chapter I presents the introduction, which consists of the background of the study, reasons for choosing the topic, statement of the problems, objective of the study, and significance of the study.

Chapter II discusses the related literature supporting the theoretical background of the study. They are teacher and teaching, definition of variability, teachers' teaching style, the components of teachers teaching style variations, teaching style categories, teaching style to regain students' attention, teaching English in junior high school.

Chapter III explains the method of investigation, which discusses object of the study, role of researcher, method of collecting data, and method of analyzing data.

Chapter IV presents the analysis and the discussion of the finding.

Chapter V presents the conclusions and suggestions of the study.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

#### 2.1. Teacher and Teaching

Teacher is a person who teaches, especially in school. Teaching is work of the teacher (Hornby's Oxford dictionary, 1995:1225). Teachers give some materials to the students; they make some interaction with the students. Teaching is a highly complex process and for the beginning professional, needs to be broken down into meaningful and acquirable parts. The skill of effective teaching represents the teaching process into relatively discrete, well defined behaviours transferable to most classroom teaching contexts in which they can be adapted purposefully in different combinations.

Teacher is coaching and facilitating. Students are using their knowledge. Teacher's role is to evaluate and remedy. Teaching is not a linear, one-way delivery of knowledge, but an interactive process that requires adapting to shifting contexts, demands of content, and student input. For example, how do instructors identify and respond to challenges that their students are facing in the course? How well does their teaching represent the complex materials?

A good teacher always recognises and minimises worry and tension, avoid shouting and bullying but is quiet, firm disciplinarian who sees positive control as a means to exciting learning, sees creativity and curiosity as the key to learning experiences, varies teaching styles to suit the content and the children. (Bob Moon & Ann Shelton, 1994:105)



Teaching should be more than just a job. It is a profession and a career. It is a long term commitment to doing our best to help young people blossom intellectually, emotionally, and behaviourally (Ronald R. Partin, 2005:245). It is a position of incredible importance; teachers with passion and compassion can profoundly influence their students' lives. At the worst, teachers also have the power to discourage, humiliate, and crush their students' spirit. Either way the lives we touch become part of our heritage, our immortality.

Outstanding teachers are not born but developed. Some personality types are probably more attracted to education, but the art and craft of teaching is gradually honed through years of study, experimentation, reality testing, and reflection. Development of the effective teacher doesn't end with the receipt of undergraduate or even master's degree. The truer professionals learn, the more they realize there is to learn.

Any teacher can become a better teacher; and with enough determination and hard work, probably any teacher could become a successful teacher. However, teaching is hard work. Knowing your content is necessary, though wholly insufficient, prerequisite to becoming outstanding teacher. Many in the teaching profession are brilliant, possessing great knowledge and understanding of their chosen field of study, yet they will never be successful teachers. The skills of effective teaching are complex. It is not enough to be a scholar; a good teacher is also part of salesperson, entertainer, psychologist, counsellor, leader, mediator, conductor, guide, evaluator, advocate, and cheerleader ( Ronald R.

Partin, 2005:245 ). Different teachers develop different combination of these talents, but all are helpful.

Successful teachers are vital and full of passion. They love to teach as a writer loves to write, as a singer loves to sing. They are people who have a motive, a passion for their subject, a spontaneity of character, and enormous fun doing what they do (Thomas Cronin 1991 as quoted by Ronald R. Partin, 2005:228).

There are two requirements for the teacher in order to be a successful teacher. First, master the knowledge perfectly because the quality of the teaching depends on this ability. Second, teaching ability to apply the teaching principles in the teaching learning process (Ad. Rooijackers, 1991:1)

Teacher is very good profession. Teachers could make students to be smart and successful. So teachers must try to do their job as well as they can because teacher and teaching are two things that can not be separated.

## **2.2. Definition of Variability**

Variability is the tendency to vary (Hornby, 1995:1320). So variability in teaching is the variation in teaching-learning process. According C. Turney et al (1983:105) the skill of variability as it relates to teacher's manner is specifically concerned with variations in voice, gesture, and movement in teaching space.

Variation refers to the process of change in teaching, variety is the product of such change, but both are significant aspects of effective teaching (C. Turney et al, 1983:104). A gesture is movement of a part of body, for example

hand or head, intended to suggest a certain meaning (Hornby, 1995:494). And according to Hornby (1995:1332) voice refers to the sound or sounds produced through the mouth, for example by a person speaking or singing. The last variation is movement variation. Movement is the action of moving or an instance of being moved (Hornby, 1995:761).

The teaching skill of variability is concerned with three variations below:

- 2.2.1 There are variations connected with manner or personal teaching style.
- 2.2.2 There are variations in the media and materials of instruction.
- 2.2.3 There are variations in the pattern and levels of interaction between teacher and students.

Special equipments or materials that are likely to capture the students' immediate interest can improve the student's motivation in learning. (Edmund T. Emmer et al 1984:390). They can be used in teaching students in elementary school, junior high school, or senior high school. Especially a teacher of young learners needs to be familiar with the three main learning channels which are auditory, tactile, and visual. (Caroline T. Linn, 2006:25).

Variability in teaching is used to get the students' attention. After they give their attention to the teacher, they will try to understand the materials. So in the end of the lesson they could master the materials well.

### 2.3. Teachers' Teaching Style

Teaching style is a combination of personality plus the amount of expertise one has in teaching technology (methods), subject matter, and pedagogical theory. (Joseph F. Callahan, 1982:9)

The skill of variability relates to the teacher's manner with variations in gesture, voice, and movement in teaching learning process. Variations of voice, gesture, and movement can give effects on pupil attention and learning and the relationship between certain speech factors of the teacher and pupil achievement is well established. The teachers should master the use of display materials, and how to get the most of the various materials available will be one of the most pressing problems for the teachers to solve, if the teacher must teach effectively.

According to Cruickshank and Kennedy as quoted by C. Turney et al (1983:107) teaching style needs to be adapted to particular learning objectives and tasks. Over exuberance may be inappropriate but judicious variations in manner make teaching more dynamic and enhance communication. While in <http://depts.washington.edu/cidrweb/inclusive/diversify.html>, it is stated that teaching style can affect children's motivation.

The teachers act as agents of social control on behalf of a capitalist society and will be predetermined by their initial perspective, just as the teacher who sought to confirm her notion of good primary practice (E.C Wrag, 1994:51).

According to Joseph F. Callahan (1982:9) every teacher develops a style of teaching that is her/his own and with which he/she feels most comfortable. This teaching style is a combination of personality plus the amount of expertise such as teaching technology (methods), subject matter, and pedagogical theory. Evidently, the most effective teachers are those who can vary their styles, or whose styles are so flexible that they encompass a great number of strategies and tactics, and are therefore readily adaptable to the different sorts of teaching-learning situations that may develop.

Specific characteristics of teaching styles are clearly related to the outcomes of the educational process: praise, feedback, criticism, advance organisers or conceptual models, classroom climate, co-operative reward structures ( <http://www.garysturt.free-online.co.uk/teachin.htm> ). So from that statement, teaching style is very useful for the result of the teaching learning process especially for the students. So the teacher can try to make their own teaching style variations in classroom activities. Other inclusive teaching strategies communicate respect, fairness, and high expectations, support student success, foster equitable class participation ( <http://online.sagepub.com/cgi/searchresults?fulltext=teaching+style&src=hw&andorexactfulltext=and> ).

#### **2.4. The Components of Teaching Style Variations**

Variations in the teacher's manner or personal style are infinite in their possibilities. These changes, carefully employed, can do much to attract and sustain attention, convey meaning, and enhance communication and portray

animation. Generally, variability of style and manner will be shown in the following ways: (C. Turney et al 1983:115)

#### 2.4.1 Voice variations

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

#### 2.4.2. Focusing

To focus attention on significant or key aspects the teacher may use 'verbal markers of importance', such as 'watch closely', 'now this is important'. Such verbal focusing is often accompanied by gesture focusing where the teacher points to an object or taps the blackboard for emphasis.

#### 2.4.3 Pausing

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

organize more complete answers. In discussion pausing allows pupils to reflect on what has been said.

#### 2.4.4. Eye contact

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

#### 2.4.5. Gesturing

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

#### 2.4.6. Movement

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

Those variations can be used by the teachers in teaching their students. They can do those variations while explaining the materials or giving

assignments for the students. By those variations, teachers can attract the students' attention.

## **2.5. Teaching Style to Regain Students' Attention**

Quieting a class to gain its attention is a challenge to many teachers. It perhaps is the first routine that should be taught the first day of school. Most successful teachers develop some form of signal or cue that tells students to stop what they are doing, be quiet, and focus their attention on the teacher, for examples:

2.5.1. Use a bell, whistle or chime to signal it is time to stop talking and give the teacher attention.

2.5.2. Use hand signals to cue students stop talking. Raise our hand palm up or hold up two or three fingers. Don't say anything until we have students' attention.

2.5.3. Another commonly used cue to quiet a group is to hold our index finger vertically across our lips.

2.5.4. Slowly, clap our hands together three times. When students hear the first clap, they are joining in the second clap. This grabs the attention of everyone who didn't hear the first one. Typically, the whole class offers the third clap simultaneously.

2.5.5. Another strategy is to write a cue word (for example, STOP, or QUIET) on the blackboard. On seeing the teacher writing that word on the board, all students are to comply immediately.



2.5.6. A different signal can be used to cue the class that group activities are becoming too noisy and should be brought down to a lower level. It might be helpful to have all students pause for fifteen to thirty seconds before resuming their activities. Some teachers flick the light switch; this tends to work if used sparingly.

2.5.7. Some teachers have constructed a flashing red light that they switch on when it is time for students to stop talking.

2.5.8. A useful way of indicating the time remaining without interrupting small-group discussion activities is to construct a picture of a traffic light, either on a poster or as an overhead transparency. When the discussion begins, show the light with a green light. When one minute is left, reveal the yellow light. That is the cue for students to wind up their discussion. When time is up, reveal the red light. This serves as a signal for everyone to stop talking. (Ronald L Partin, 2003:296). Those styles in regaining the students' attention can be used by the teachers of elementary school, junior high school, or senior high school.

## **2.6. Teaching English in Junior High School**

In Indonesia, English is a compulsory subject in junior high school. In teaching English to junior high school students, the teacher should have mastered a large stock of words, and of course mastered all the materials which will be given to the students. The teacher must have other skills for teaching too. One of those skills is variability, especially the personal styles in teaching. The teacher must give this variability to the students so the students will not be

bored, and they will enjoy English lesson happily, and will always be interested in learning English. And finally they can get maximal score for English lesson.



## **CHAPTER 3**

### **METHODOLOGY**

In every research, there are data to study. The data can be taken from many sources, either persons or things. The data of this study were taken from the English teachers of SMPN 2 Ambarawa, concerning their teaching style variations in the English classroom activity. This chapter focuses on the research procedures, the procedures of collecting data and also the role of the researcher. The instrument of the study is next given followed by the procedures of analyzing data.

#### **3.1. Research Design**

The research was done by observations and questionnaires. I observed the English teachers' teaching styles in the classroom activities. And the questionnaires were for the students who were taught by the teachers I had observed.

In this research, the method of data analysis is the descriptive method, which is analyzing the data by illustrating the object of the research (Kristina Nike. A 2006:31). The study was conducted to observe the English teachers' teaching style variations in the classroom activity in SMPN 2 Ambarawa. There were two considerations taken into account in determining the design of the study. Firstly, the data that were collected from the study were in the form of words, sentences, and teachers' teaching style, not in the form of numbers. Secondly, this study was conducted to answer the problems to identify and later

to explain the advantages of the teachers' teaching style variations in the English classroom activities. Due to the objectives of the study, most of the analyses were consequently done with words too.

### **3.2. The object of the study**

The English teachers of SMPN 2 Ambarawa were the object of this research. I chose the teachers of this school as the object of my study because there are only three English teachers in this school, so from these three teachers I could compare their teaching style variations in the English classroom activities of this favourite school. Three are assumed enough to answer the problems of this research.

### **3.3. The instruments of the study**

Instrument is a device that is used to collect the data, to make the work easier, and to get better result (Arikunto, 2006:160). The instruments can be in the form of questionnaire, check list, interview, etc. There are some instruments which I used in conducting this research. They are field notes using checklist and questionnaire.

#### **3.3.1. Field notes**

In a research, field notes can be used to observe and to know the situation and the activity during the teaching learning process, such as how the teacher carries out the materials and the students response. In this research, I observed the teachers teaching style variations in the classroom activity. I put the data in the checklist of teachers teaching style variations.

### 3.3.2. Questionnaire

According to Arikunto (2002:128), a questionnaire is a number of written questions that are used to gather information from the respondents about themselves or other things to know. Donna (1983:114) states that terms in questionnaire can be open ended in format, allowing respondents to reply in their own words, or closed, requiring the respondents to select one from among a limited number of responses.

In this research, the writer used closed questionnaire. It was yes/no questions. The respondents chose one of the provided answers by giving “√” in each question.

### 3.4. Procedures of Collecting data

The techniques of collecting data applied in this study were using several steps:

- 3.3.1. Found and gathered theories and references from library / internet. In library research, I selected the references through book and internet sites related to the teachers' teaching style variations.
- 3.3.2. I selected the English Teachers of SMPN 2 Ambarawa as my source of data. In this school there are three English teachers, so I used those all three teachers for my observation.

3.3.3. Observing the data carefully and making the checklist of teachers' teaching style in the English classroom activity. In observations, I took a seat on the corner of the class to avoid disturbing the natural interaction between teacher and the students.

**Table 1.1 : Skill Observation record**

**Teacher:**

No.	Variations in teacher's manner and style	For usage (√)	Example
1.	Teacher varied speech in pitch		
2.	Teacher varied speech in volume		
3.	Teacher varied speech in speed		
4.	Teacher used facial expression to help to convey meaning (smile, frown, be open mouthed, raise eyebrows, etc)		
5.	Teacher used (hand and body) gestures to help to convey meaning(stand stiffly, shrug their shoulders, stamp a foot, etc)		
6.	Teacher shake, nod, turn, tilt, and lower their heads, etc		
7.	Teacher can use a variety words, phrases, and sentences to stress points and gain attention (listen,		

	look, are you ready, etc)		
8.	Teacher can watch closely, stare, glance, watch casually, wink, blink, make eye contact, become wide eyes, etc		
9.	Teacher uses fingers to indicate size, distance, direction and number, or snapped to attract attention.		
10.	Teacher takes up different positions in the classroom.		
11.	Teacher purposefully inserted brief intervals of silence in his/her talk.		

Source: data, 2008

3.3.4. Giving questionnaire to the students about the teachers' teaching style variations in the English classroom activities.

### 3.4. Role of Researcher

In this study, I placed myself as the observer, the data collector, and also the data analyzer. As the observer, I joined with the teacher and observed every act that was done by the English teacher in the classroom. The observation was conducted twice throughout the whole term for one teacher. Each observation took 45 minutes. The researcher directly observed the classroom and took notes on the relevant events while teaching learning process was going on.

As the data collector, my duty was to collect all data needed in my study. The data collected was mainly in the form of words but sometimes other

information that might be useful to support the study was involved. One of the data was from the questionnaires that were answered by the students. After observing, collecting the data and giving questionnaire, my last duty was analyzing the data, therefore I acted as data analyst.

### **3.5. Method of Analyzing Data**

I used a qualitative analysis in doing the research. According to Mc. Millan (1984) as quoted by Rinamutia Triwiana (2009:19), a qualitative research analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanation of the single phenomenon of interest. Based on the statement, I only took two steps in doing the analysis. Those are:

#### **3.5.1. Comparing the data**

I compared the result of the checklist table from the observation of their teaching styles. And I compared the result of the questionnaire from the students.

#### **3.5.2. Interpreting the data**

I interpret the result of the questionnaires and the checklist and then describe the use of those variations for the students from the result of the questionnaire. The examples of variations were voice variations, expression variations, gestures variations, and words variations.



## CHAPTER 4

### RESEARCH FINDINGS AND THE ANALYSIS

This chapter deals with the findings of the study and the detailed interpretations of English teachers' teaching style variations in the classroom activity in SMPN 2 Ambarawa. Following is the analysis:

#### **4.1. Research Findings of English Teachers' teaching style variations**

##### 4.1.1. The Whole Process of English Teaching and Learning

Before describing the finding in details, I gave the report about the whole general process of English teaching and learning recorded during the observation I had done. There were three English teachers, who taught in SMPN 2 Ambarawa, the first teacher was Mrs. X, the second was Mr. Y, and the third was Mr. Z. Those three teachers were chosen based on their educational background and performances as the English teachers for Junior High School students namely they could run the teaching and learning process well.

##### 4.1.2. The Skill Observation Record

The following table shows the summary of teachers' teaching style in the teaching learning process in the classroom.

**Table 1.2: Skill observation record of Mrs. X****Teacher: Mrs. X**

No.	Variations in teacher's manner and style	√ = presence - = absence	Example
1.	Teacher varied speech in pitch	√	‘What is the meaning of either?’ =falling intonation ‘yes, right’ = low intonation
2.	Teacher varied speech in volume	√	Sometimes said louder if the students didn't pay their full attention
3.	Teacher varied speech in speed	√	Important point are delivered slowly (‘either adalah kedua-duanya’)
4.	Teacher used facial expression to help to convey meaning	√	Smile, frown, raise eyebrows, purse the lips
5.	Teacher used (hand and body) gestures to help to	√	Shrug her shoulders, stand

	convey meaning		stiffly, turn towards from individuals, give example of walking, and clap her hands.
6.	Teacher shake, nod, turn, tilt, and lower their heads, etc	√	Nod when the students answer the questions correctly
7.	Teacher can use a variety words, phrases, and sentences to stress points and gain attention	√	Pay attention, look at the blackboard, listen to your friend
8.	Teacher can watch closely, stare, glance, watch casually, wink, blink, make eye contact, become wide eyes, etc	√	Make eye contact if she explained the materials
9.	Teacher uses fingers to indicate something	√	She used her finger to show a place (window) and to ask the students to read the text

10.	Teacher takes up different positions in the classroom.	√	She moved from one student to another student to check their homework
11.	Teacher purposefully inserted brief intervals of silence in his/her talk.	√	Gave brief interval to make the students understand the material

Source: data, 2008

**Table 1.3: Skill observation record of Mr. Y**

**Teacher: Mr. Y**

No.	Variations in teacher's manner and style	√ = presence - = absence	Example
1.	Teacher varied speech in pitch	-	-
2.	Teacher varied speech in volume	√	Sometimes said louder, sometimes not
3.	Teacher varied speech in speed	√	When He explained the

			meaning of some words
4.	Teacher used facial expression to help to convey meaning	√	Smile, frown
5.	Teacher used (hand and body) gestures to help to convey meaning	√	Stand stiffly, shrug her shoulders
6.	Teacher shake, nod, turn, tilt, and lower their heads, etc	√	Nod when the students answer the questions correctly
7.	Teacher can use a variety words, phrases, and sentences to stress points and gain attention	√	Pay attention
8.	Teacher can watch closely, stare, glance, watch casually, wink, blink, make eye contact, become wide eyes, etc	√	Sometimes make eye contact if he explained the materials
9.	Teacher uses fingers to	-	-

	indicate something		
10.	Teacher takes up different positions in the classroom.	√	He moved from back to the front of the class
11.	Teacher purposefully inserted brief intervals of silence in his/her talk.	√	Gave brief interval to make the students understand the material

Source: data, 2008

**Table 1.4: Skill observation record of Mr. Z**

**Teacher: Mr. Z**

No.	Variations in teacher's manner and style	√ = presence - = absence	Example
1.	Teacher varied speech in pitch	√	'pay attention' = rising intonation
2.	Teacher varied speech in volume	√	Sometimes said louder if the students didn't pay their full attention
3.	Teacher varied speech in	-	-

	speed		
4.	Teacher used facial expression to help to convey meaning	√	Smile, frown, raise eyebrows
5.	Teacher used (hand and body) gestures to help to convey meaning	√	Shrug his shoulders, stand stiffly
6.	Teacher shake, nod, turn, tilt, and lower their heads, etc	√	Nod when the students answer the questions correctly
7.	Teacher can use a variety words, phrases, and sentences to stress points and gain attention	√	Give your full attention, look at the blackboard, listen to me
8.	Teacher can watch closely, stare, glance, watch casually, wink, blink, make eye contact, become wide eyes, etc	√	Make eye contact if he explained the materials
9.	Teacher uses fingers to indicate something	√	He used her finger to ask the students

			to answer the question
10.	Teacher takes up different positions in the classroom.	√	He moved from back to the front of the class
11.	Teacher purposefully inserted brief intervals of silence in his/her talk.	√	Give brief interval to make the students understand the material

Source: data, 2008

#### 4.1.3. The Summary of Questionnaires

**Table 1.5: Questionnaire result**

No.	Questions	Mrs. X (37 students) 'yes' answer	Mr. Y (37 students) 'yes' answer	Mr. Z (37 students) 'yes' answer
1.	Do you like English subject?	11111 11111 11111 11111 11111 11111 11 = 32	11111 11111 11111 1 = 16	11111 1 = 6



2.	Do you like to join your teacher's class?	11111 11111 11111 11111 11111 11111 11111 1 = 36	11111 11111 11 = 12	11111 11 = 7
3.	Is your teacher an expressive teacher?	11111 11111 11111 11111 11111 11111 11111 1 = 36	11111 = 4	11111 1111 = 9
4.	Does your teacher take up different positions in the classroom?	11111 11111 11111 11111 11111 11111 11111 11111 11 = 37	11111 11111 11111 11111 11111 11111 111 = 33	11111 11111 11111 11111 11111 = 25
5.	Is your teacher an attractive teacher?	11111 11111 11111	11111 1111	1111

		11111 11111 11111 11111 1 = 36	= 9	= 4
6.	Do you get a lot of benefits from your teacher's teaching style?	11111 11111 11111 11111 11111 11111 11111 11111 = 34	11111 11111 1111 = 14	11111 11111 11 = 12
7.	Can your teacher motivate you to study English harder than before?	11111 11111 11111 11111 11111 11111 11111 1111 = 34	11111 11111 1111 = 14	11111 1111 = 9

8.	Do you like your teacher?	11111	11111	11
		11111	11	
		11111		
		11111		
		11111		
		11111		
		11111		
		1		
	= 36	= 7	= 2	

Source: data, 2008

#### 4.2. The Analysis of Teachers Teaching style

The analysis concerns with the teachers' teaching style in the classroom activity and the questionnaire that were done by the students. The analysis based on the theory of variability of style and manner could be shown in the following ways: voice variations, focusing, pausing, eye contact, gesturing, and movement. (C. Turney, 1983:116). Following is the analysis

##### 4.2.1. The Analysis of Checklist Concerning Mrs. X

Voice : Table 1.2 indicates the teaching styles of Mrs. X. In this research, Mrs. X used all the teaching styles listed in my table. She varied her voice for example varied speech in pitch, when she said 'What is the meaning of either?' she pronounced it in falling intonation. It made the students become more attracted in answering the questions and all of the students could hear her question. Mrs. X spoke louder and decreased the speeds to emphasize the point

of the material because both pitch and volume correlated highly with pupil achievement. It could focus pupil's attention on important points too. She could use a variety of words, phrases, and sentences to stress points and gain attention. For example when Mrs. X wanted to ask the students to pay attention to the blackboard she said "hi.. Look at the blackboard please!" or "pay attention to the blackboard". When she was explaining the materials, she gave brief interval to make the students understand the material. For example "I have explained to you, now please read the book on page 30, and learn it".

**Gesture** : She used facial expressions to help her convey meaning to the students; for example when she was proud of students' work, she smiled to the students. And she would frown when the students made mistakes in answering her questions. By these facial expressions, the students could correct their answer before the teacher said that their answer was wrong. So, the students became creative students. She could raise her eyebrows, purse her lips too to convey meaning to the students. She would also make eye contact if she explained the materials. Mrs. X used her finger to show a place (window) and to ask the students to read the text too

**Movement** : She gave an example of walking, writing, and she nodded her head when the students answered the question correctly, and her students were very enthusiastic in joining the class. One of the students said 'Aku senang diajar Bu X karena dia ekspresif kalo ngajar' ('I like Mrs. X because she is an expressive teacher '). Then she moved from one student to another student to check their homework. In this way, the students would always prepare their

homework before they attended her class and the students would always study before they had English class.

#### 4.2.2. The Analysis of Checklist Concerning Mr. Y

**Voice** : Table 1.3 indicates the teaching styles of Mr. Y. When he taught the students in the classroom he didn't make variations in speech like Mrs. X did. He made variations in pitch and speed only, for example sometimes he said louder, but sometimes not. When he explained the meaning of some words, he decreased his speed of explaining.

**Gesture** : He used facial expression in teaching, for example he would smile to the students if he felt proud and gave joke to the students. He would frown if the students made mistakes in answering his question. He used hand and body gestures to help to convey meaning for example he shrugged his shoulders when he didn't want to tell the answer to the students. So the students would try to find the answer by themselves. And he nodded when the students answered the questions correctly. But the variation of words by Mr. Y was fewer than the other two teachers. He would also make eye contact to the students if he explained the materials.

**Movement** : Mr. Y moved from back to the front of the class to control the students doing assignment.

#### 4.2.3. The Analysis of Checklist Concerning Mr. Z

**Voice** : Table 1.4 indicates the teaching styles of Mr. Z. Mr. Z did the same things as Mrs. X. He could vary speech in pitch too. For example he

said “pay attention” in rising intonation. And sometimes he said louder if the students didn’t pay their attention. Mr. Z spoke louder. But Mr. Z did not vary speech in speed. When he was explaining the materials, he gave brief interval to make the students understand the material well too. Mr. Z said ‘Give your full attention!’ or ‘Look at the blackboard’ to ask the students to give their full attention to the materials. By these different commands, the students could get a lot of words after they studied with him

**Gesture** : Mr. Z used facial expressions to help him convey meaning to the students; for example when he was proud of students’ work, he smiled to the students. And he frowned when the students made mistakes in answering his questions, just the same as Mrs. X and Mr. Y. Standing stiffly in front of the class was the example of his gesture. It means the students should pay attention to him. He could watch closely, stare, glance, watch casually, make eye contact, and eyes become wide open, to the students. So the students felt that their teacher really gave full attention to them. Mr. Z used his finger to ask the students to answer the questions.

**Movement** : Mr. Z moved from back to the front of the class to control the students.

#### 4.2.2. Analysis of the Students’ Questionnaires

Based on the questionnaire, I identified the students’ opinion of their teacher’s teaching style in teaching English. The result was the students’ “yes” answers. The data from the questionnaire can be seen in table 1.5 (page 30).

From the table 1.5, I found out that most of the students in Mrs. X's class enjoyed the English class. Out of 37 students, 36 students liked to join her class, and thought that Mrs. X was an expressive teacher. 34 students thought that Mrs. X could motivate the students to learn English harder and harder. And finally they decided that they liked Mrs. X as their English teacher because Mrs.X has a lot of teaching style variations in teaching their students.

Mr. Y gave less variation of teaching styles than Mrs. X so from the number of students in Mr. Y's class; we knew that from 37 students, there were 12 students who liked to join his class. And only 14 students could be motivated in learning English taught by Mr. Y. From the table it could be concluded that only seven students loved Mr. Y as their English teacher.

Mr. Z is one of English teachers in SMPN 2 Ambarawa that has less variation than Mr. Y and Mrs. X, so out of 37 students, only seven students liked to join his class and only nine students thought that they could be motivated in learning English taught by Mr. Z. Finally only two students thought that they like Mr. Z as their English teacher.

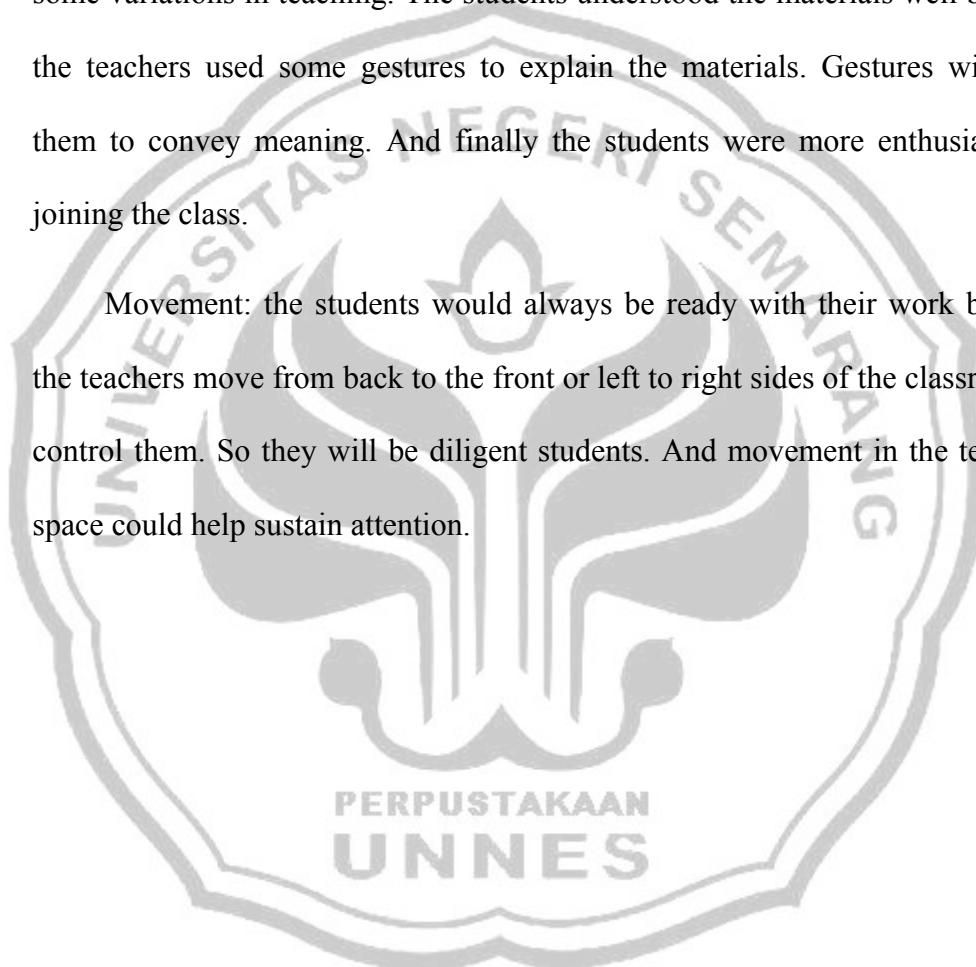
#### 4.2.3. The Advantages of the Teachers' Teaching Style Variations

Based on the research findings and the analysis, I found some advantages of applying different teachers' teaching style in the classroom activities. For examples:

Voice: the students become more attracted in answering the questions because of the teachers' different voice and all the students could hear it. Students could catch the important point because of teachers' emphasizing.

Gesture: the students did not feel bored in the class when the teachers did some variations in teaching. The students understood the materials well because the teachers used some gestures to explain the materials. Gestures will help them to convey meaning. And finally the students were more enthusiastic in joining the class.

Movement: the students would always be ready with their work because the teachers move from back to the front or left to right sides of the classroom to control them. So they will be diligent students. And movement in the teaching space could help sustain attention.





## CHAPTER 5

### CONCLUSION AND SUGGESTION

In this chapter, I present the conclusion and suggestion of the study based on the results and finding I explained in the previous chapter, as follows:

#### 5.1. Conclusion

The first conclusion was about the kinds of English teachers' teaching style in classroom activity for their voice, gesture and movement. The result showed that the three English teachers in SMPN 2 Ambarawa have their own teaching styles variations. But the way to show their teaching style variations was similar to each other. Teachers' teaching style is teacher's manner with variations in gesture, voice, and movement in teaching learning process. Mrs. X, Mr. Y and Mr. Z had variations in voice, for example Mrs. X varied in speech, volume and speed but Mr. Y didn't vary in pitch and Mr. Z didn't vary in speed. Their variations in gestures were their use of facial expression, hand and body gestures, and head gestures. The examples of their movements were standing stiffly, giving example of walking, writing, and taking up different positions in the classroom. Finally, Mr. Y and Mr. Z had less teaching style variations than Mrs. X.

The advantages of those teaching styles were, by voice variations, the students become more attracted in answering the questions because of the teachers' different voice and all the students could hear it. Students could catch the important point because of teachers' emphasizing. By gesture variations, the

students did not feel bored in the class when the teachers did some variations in teaching. The students understood the materials well because the teachers used some gestures to explain the materials. Gestures will help them to convey meaning. And finally the students were more enthusiastic in joining the class. And by movement variations the students would always be ready with their work because the teachers move from back to the front or left to right sides of the classroom to control them. So they will be diligent students. And movement in the teaching space could help sustain attention.

## **5.2. Suggestion**

In this study, I would like to suggest that two English teachers of SMPN 2 Ambarawa (Mr. Y and Mr. Z) should make better efforts to improve effectiveness in teaching like Mrs X did. Hopefully, they can develop their teaching style variations to increase the students' ability in achieving good understanding of the subject. I hope this final project will be useful for English teachers in teaching the Junior High School students in order to improve their students' ability. And for the next researcher can continue this research by observing the level of interaction between teachers and students.

## BIBLIOGRAPHY

Aprilya, Kristina Nike. 2006. *The analysis of Speech Produced by Teacher and Students of The sixth Year Class of SDN Dawungsari. Kendal*. Semarang: Semarang State University.

Boyce, B Ann. 2003. *Improving Your Teaching Skills*. New York: Mc Graw Hill Higher Education.

Callahan, Joseph P and Leonard H. Clark. 1982. *Teaching in the Middle and Secondary Schools*. New York: Macmillan Publishing Co.

Emmer, Edmund T. et al. 1984. *Classroom Management for Secondary Teachers*. New Jersey: Prentice-Hall Inc Englewood Cliffs.

Hornby, AS. 1995. *Oxford Advanced Learner's Dictionary*. Oxford: University Press.

<http://depts.washington.edu/cidrweb/inclusive/diversify.html> (accessed at 15/06/2008)

<http://www.garysturt.free-online.co.uk/teachin.html> (accessed at 15/06/2008)

<http://online.sagepub.com/cgi/searchresults?fulltext=teaching+style&src=hw&andorexactfulltext=and> (accessed at 15/06/2008)

Johnson, Donna M. 1987. *Approaches to Research in Second Language Learning*. USA: Longman

Moon, Bob and Ann Shelton. 1994. *Teaching and Learning in the Secondary School*. Canada: Routledge.

Partin, Ronald L. 2005. *Classroom Teacher's Survival Guide*. San Francisco: Jossey-Bass.

Roijakers, Ad. 1991. *Mengajar dengan Sukses*. Jakarta: Gramedia.

Suharsimi, Arikunto. 2000. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

Triwiana, Rinamutia. 2009. *An Analysis on speaking exercises in Ganeca Exact's Progress*. Semarang: Semarang State University.

Turney, C. et al. 1983. *Sydney Micro Skills Redeveloped*. Sydney: Sydney University Press.

Wragg, E.C. 1994. *An Introduction to Classroom Observation*. New York: Routledge.



## Angket Siswa

**Nama** :

**No** :

**Kelas** :

**Guru B. Inggris** :

No.	Pertanyaan	Tdk	Ya
1.	Apakah Anda menyukai pelajaran bahasa Inggris?		
2.	Apakah Anda tertarik mengikuti pelajaran bahasa Inggris dengan guru anda?		
3.	Apakah menurut Anda, guru bahasa Inggris anda sangat expressif?		
4.	Apakah guru anda sering keliling kelas ketika mengajar?		
5.	Apakah guru anda sangat menyenangkan ketika mengajar di kelas?		
6.	Apakah Anda mendapat banyak keuntungan dari gaya mengajar guru anda?		
7.	Apakah guru bahasa Inggris anda bisa memotivasi Anda untuk belajar bahasa Inggris dengan giat?		
8.	Apakah Anda menyukai guru bahasa Inggris anda?		

Tanda Tangan

---

**Skill Observation record**

**Teacher:**

No.	Variations in teacher's manner and style	For usage (√)
1.	Teacher varied speech in pitch	
2.	Teacher varied speech in volume	
3.	Teacher varied speech in speed	
4.	Teacher used facial expression to help to convey meaning (smile, frown, be open mouthed, raise eyebrows, etc)	
5.	Teacher used (hand and body) gestures to help to convey meaning(stand stiffly, shrug their shoulders, stamp a foot, etc)	
6.	Teacher shake, nod, turn, tilt, and lower their heads, etc	
7.	Teacher can use a variety words, phrases, and sentences to stress points and gain attention (listen, look, are you ready, etc)	
8.	Teacher can watch closely, stare, glance, watch casually, wink, blink, make eye contact, become wide eyes, etc	
9.	Teacher uses fingers to indicate size, distance, direction	

	and number, or snapped to attract attention.	
10.	Teacher takes up different positions in the classroom.	
11.	Teacher purposefully inserted brief intervals of silence in his/her talk.	

