

ABSTRACT

Indriyaswari, Ratih. 2010. *The Effectiveness of Teachers' Teaching Styles as Facilitator and Personal Model for Improving Students' Achievement in Reading Comprehension (A Case of the Tenth Grade Students of SMAN 3 Demak in the Academic Year of 2009/2010)*. Final Project. English Department. S1 Degree of Education.

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Key words: Teachers' teaching styles, Students' Achievement, Reading Comprehension.

The importance of English, as the international language, requires students to master English in this globalization era. Indonesian students' ability and interest in English are still low; one of the factors is the teacher's teaching style. This study is conducted in order to know how do the students perform in the pre-test; how do the students perform in the post-test; and whether there is a significant difference between the students' performance in the pre-test and in the post-test between students taught by teacher A, who employs facilitator teaching style, and those taught by teacher B, who employs personal model teaching style.

The population of this study consists of students and English teachers of SMA N 3 Demak in the academic year of 2009/2010. The writer uses purposive technique and decides to take two classes of tenth grade students and two teachers who teach them. The instruments are observation and test. The validity of the instruments is measured by Point Biserial Correlation, while the reliability is measured by KR-20 formula. This study is descriptive quantitative research with two variables. The writer uses t-test formula to analyze the data.

The writer finds that (1) the results of pre-test are the students' learning achievement of class X.6 is categorized into fair with the percentage obtained in the fair category (52.5%), while the students' learning achievement of class X.7 is categorized into good category (45%); (2) the results of post-test are the students' learning achievement of class X.6 after the treatment is categorized into fair category (55%), while the students' learning achievement of class X.7 is categorized into good category (67.5%); and (3) there is significant difference: the teacher who employs personal model teaching style can improve the students' learning achievement in reading comprehension more than the teacher who employs facilitator teaching style.

The writer suggests that the teacher in general and English teachers particularly, especially for English teachers' of SMA N 3 Demak, should employ an innovative teaching style and vary their teaching styles more often, especially if the students begin to feel bored because of the boring activities or because of the teachers' teaching styles which are always similar for time to time. Those suggestions are based on the results of this research that the variation of learning activities and teachers' teaching styles can increase the students learning achievement in reading comprehension.