

**THE TEACHING STYLES OF HIGH SCHOOL ENGLISH TEACHERS
RELATED TO THEIR STUDENTS ACHIEVEMENT IN SOUTH SULAWESI**

**GAYA MENGAJAR PARA GURU BAHASA INGGRIS DI SEKOLAH
MENENGAH DIHUBUNGAN DENGAN KEBERHASILAN SISWA MEREKA
DI SULAWESI SELATAN**



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CHAPTER I

I. INTRODUCTION

A. Background

Nowadays, mastering English has become more significant for the improvement of human resources. As one of the developing countries, in order to be able to come into contact with other countries and to enter to the world arena to take part in all side of life, Indonesia needs English as a medium of international communication.

In Indonesia, English is regarded as the first foreign language taught in formal schools from high schools up to the university level. And the government has put it as a compulsory subject in all formal schools.

The ever-growing need for good communication skills in English has created a huge demand for the English teaching. Opportunities to learn English are provided in many different ways such as through formal instruction as well as the non formal one. In the formal instruction, there are some factors that may influence the English learning process externally and internally. The internal factors included the students themselves, their motivation, attitude, and also their prior knowledge. While the external factors including the teachers, the material, the media, learning atmosphere, the system, and also the interaction patterns used in the learning process.

There have been many attempts done by the government, in this case, the National Education Department supports the development of English teaching in Indonesia from the high schools level up to the

freshmen year of university level, namely preparing more appropriate textbooks, language teacher trainings related to new curriculum, innovation in teaching techniques and strategies, the development of new curriculum, and many project programs such as in-service training for English teachers.

However, the result of the English teaching in Indonesia has been characterized as unsatisfactory or failure. More students are not able to use the language to communicate outside the classroom (Nur, 1994). Most of them do not attempt to improve their English outside the formal course, while to master English without extra effort and struggle to make new habit in the language seems impossible.

Consequently, there are many complains from the public that the results of the English language teaching in Indonesia still unsatisfied. In his research, Hamid (1993) found that the majority of secondary school students had proficiency level below 50 % from the expected overall proficiency. While Purba in Laratu (1997) stated that secondary school graduates could master only 2000 words of the 4000 words that is expected by the curriculum.

More over in reference to the result of the state final exam of senior high school 2005 in South Sulawesi there were 14281 students (29,16 %) who got English marks below six out of the 48960 participants, from IPA department, 4264 students (19,44%) of the 21924 participants, and for IPS department students 9231 students (39,66%) out of the 25174

participants. While from the language department there were 786 students (42,19 %) who got below six out of 1863 participants (Diknas 2005)

In the learning process, there are still some problems disturbing the learning atmosphere such as the number of students in one class, the class design that can not represent the foreign language learning situation, the number of subjects should be learnt in one day, and the insufficiency knowledge about how to learn foreign language.

Without neglecting to the effort of some students to have additional English learning process out of their formal class, some students still fail in their learning. They learn English only because of they have to learn the subject.. They posses English books just because their teachers ask them to buy the books. If they have such a formal exercise book they only study the book without any effort to study the material from any other books. They don't think that it is a need to study the language. Attending the English class is only to pass the formal exams namely to move to a higher class level or to graduate from certain level of education.

Most students are passive in their learning. In most of the learing process the interaction between students and their teachers and among the students themselves is not in English. In some schools the teaching has been focused on grammar and structure instead of the use of the language. The teaching of structure is usually dominated by the explanation of the rules used in English sentences.

Students must understand that they have a responsibility for the direction of their learning and control that direction. They need to be aware

of the consequences of a lack of responsibility and control, which are determined by their confidence in their own ability (knowledge), motivation and attitude toward the subject. (Miller, Keith, 1993)

On the other hand the English teachers also have their own problems. There are many things that may affect the teachers way of teaching or their teaching styles namely the lack of adequate material and resources as well as teaching aids, the number of English classes she/he has to teach, the English teaching preparation he/she should write officially, and also the material found in the English books do not match the student needs, All these need suitable level of education, enough teaching experience, and English trainings.

Some teachers still do not identify the students' need and the way the students learn. The teachers only explore the materials they think they have to introduce to their students. They forget to identify the activities the students should do while they are learning.

Such activities should be to enable the teachers to learn more about themselves as teachers, the factors that facilitate and hinder their attempts to modify instructional practices, and how to use an integrated model of teaching by enhancing the nature and quality of what occurs in the classroom.

Starting with the previous explanation from the important of English, the unsatisfactory of the students' achievement, and the teachers' problems in the teaching and learning process this study concerns about

the correlation between the teachers teaching styles and their students achievement in learning English.

B. Problem Statements:

This study is about the correlation between the teachers' teaching style preference and their students' English achievement. The main problem statements of the study can be formulated in question forms as follows:

2. What teaching styles do the English teachers use in their teaching?
3. How is the students' achievement in learning English taught by different teaching styles?
4. How do the teachers' teaching styles influence the students' achievement in learning English?

Because the teachers could not be separated with their background especially the things that are closely related with the teaching and learning process namely their sex, their level of education, their teaching experience, and also the teaching trainings they have attended, the following problem statements are also stated

- a. How do the backgrounds of the teachers influence the teachers' teaching style?
- b. How do the differences of the female and male high school English teachers' teaching styles influence the students' achievement in learning English?
- c. How do the difference of the high school English teachers' teaching styles with various level of education influence the students' achievement in learning English?

- d. How do the differences among the high school English teachers' teaching styles with various degrees of experience in teaching English influence the students' achievement in learning English?
- e. How do the differences among the high school English teachers' teaching styles with various level of trainings they have attended influence the students' achievement in learning English?

C. Objectives of the Study

Based on the problem statements above this study has the following objectives:

1. To find out the teaching styles of the English teachers in their teaching
2. To find out the students achievement in studying English
3. To find out the influence of the teachers' background towards the teachers teaching style.
4. To find out the influence of the high school English teachers' teaching styles toward the students' achievement in learning English.
5. To find out the difference of the male and female high school English teachers with regard to their teaching style and its influence to the students' achievement in learning English.
6. To find out the difference of the high school English teachers who have different degrees of education in teaching English with regard to their teaching style and its influence to the students' achievement in learning English.

7. To find out the difference of the high school English teachers' teaching styles with various degrees of experience in teaching English influence the students' achievement in learning English.
8. To find out the difference of the high school English teachers who have attended and who have not attended English teaching training with regard to their teaching style and its influence to the students' achievement in learning English.

D. Significance of the study

The findings of this study are expected to be beneficial to the improvement of the English teaching and learning process, in particular to the learning process of EFL in South Sulawesi

E. Scope of the Study

This study is under the umbrella of psycholinguistics because it is related with how students learn the language, and in particular how is their achievement in learning English. And the study also related with how is the teachers' style in their teaching.

The influence areas examined are (1) the English teachers' teaching styles using Anthony Grasha's category (1997). (2) the achievement of students in learning English.

The data of the study related with the students achievements and the teachers' teaching styles will be collected using a test for the students and a questionnaire developed for the English teachers to meet the purpose of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.Previous Related Studies

Cheryl Dobbertin.(2003) mentioned that differentiated instruction is a teaching philosophy in which a teacher gathers information about their students' interest and profile, then plan lessons around the students need and interest.

Robert, Morgan, (2002) mentioned that a teaching style will help the teachers make their job more effective and enjoyable. A teacher who clearly understands the possibilities and the limits of his/her teaching style can make more consistent judgment about how best to use the style.

Anthony Grasha, (1996) said that an understanding of teaching style and learning style can help in teaching.

Bransford, (1979) in Human Cognition mentioned that the value of particular learning activities depend on the nature of the testing environment. That the effective learners must be able to select acquisition activities appropriate to the memory feats to be performed

Hamid (1993) found that the majority of secondary school students had proficiency level below 50 % from the expected overall proficiency. While Laratu (1997) stated that secondary school graduates could master only 2000 words of the 4000 words that is expected by the curriculum.

Jabu (2001) states in his study about the relationship of the instructional objectives and the tests applied to the students of secondary schools, including the types of tests administered in the national final examination, he found that the English general instructional objectives that are not evaluated at junior high schools are the productive and oral skills: writing, speaking, and listening, while reading, vocabulary and structure are adequately tested. At senior high schools, the English general instructional objectives that are not evaluated are the oral skills: listening and speaking. This study talks about the instructional objectives and the types of test in the national examination while part of this writing explain about the students' achievement or the result of their national exam.

Henning (1987) states that language test are used to measure the extent of learning in a prescribed content domain, in accordance with explicitly stated objectives of a learning program. The components or items of such tests are drawn from the content of instruction directly.

Heaton (1987) said that It is unfair to administer a structural-based test to those students who have followed a communicative approach to learning the target language. And if the students have followed a structural approach to language learning, it is unfair to administer a communicative achievement test at the end of their course. Above all, achievement and progress tests should reflect the materials taught during a particular course, and in accordance with the instructional objectives stated in the syllabus.

B. Teaching Styles

1. Concept of Teaching Styles

Teaching style is defined by Darkenwald and Merriam (1988) as various identifiable sets of classroom behaviors by the teacher which are consistent even though the content that is being taught may change. The teaching style of an educator can be determined by observation of classroom behaviors or by using proven instruments designed to measure teaching style. Knowing one's teaching strengths and teaching style preference and how to adapt them to maximize student learning should be the goal of every teacher.

Malcolm Knowles, (1970) stated that the behavior of the teacher probably influences the character of the learning climate more than any other single factor. A teacher's teaching style is by definition the behavior of the teacher which influences the character of the learning climate or the environment created in the adult education classroom.

Hornby, (1969) in his dictionary defines style as manner of doing something. And according to Brown H. Douglas (1994) teaching style is an affective side or consideration in the development of a teacher's professional expertise. Teaching style will almost always be consistent with teacher's personality style which can vary greatly from individual to individual.

From the above statements, it could be concluded that teaching style is the manner or the way of teaching related to a teacher's personality and his behavior.

2.Kinds of Teaching Styles

According to Conti (1985) there are two predominant teaching styles which have been identified in the adult education literature namely teacher-centered teaching style and learner-centered teaching style. Teacher-centered teaching style reflects a teacher whose philosophical base is pedagogical whereas a learner-centered teaching style reflects the teachers whose philosophical base is adragogical,

Brown, (1994) who relates teaching style with teacher's personality style presents a list of teaching style in words as the following:

Shy	Gregarious
Formal	Informal
Reserved	Open, Transparent
Understated	Dramatic
Rational	Emotional
Steady	Variety of moods
Serious	Humorous
Restrictive	Permissive

Fisher and Fisher (1979) give some examples of different teaching styles as follows :

- Task oriented – specifically planned tasks associated with some appropriate materials are prescribed.
- Cooperative planner – an instructional venture is planned by teacher and students but the teacher is in charge.

- Subject centered – a task structure is provided by the teacher with the students given options according to their interests.
- Learning centered – equal concern is shown by the teacher for both the students and subject content. Child and subject centered style are not acceptable since the teacher attempts to guide students in their development.
- Emotionally exiting – an emotional zeal is exhibited by the teacher in his attempts to make his teaching as stimulating as possible

Further, Grasha identifies five teaching styles, describes each, and cites the chief advantage and chief disadvantage of each. Teachers may find that they fit into one of these styles or that they adopt a mixture of styles in their teaching.

1. Expert

Description: The expert possesses to maintain knowledge and expertise that students need. This teacher strives in status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The expert is concerned with transmitting information and ensuring that students are well prepared.

Advantage: The information, knowledge and skills such individuals possess.

Disadvantage: If overused, the display of knowledge can be intimidating to inexperienced students. The expert may not always show the underlying thought processes that produced answers.

2. Formal authority

Description: The formal authority possesses status among students because of his/her knowledge and role as a faculty member. This teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. This person is also concerned with the correct, acceptable, and standard ways of doing things.

Advantage: The focus on clear expectations and acceptable ways of doing things.

Disadvantage: A strong investment in this style can lead to rigid, standardized ways of managing students and their concerns.

3. Personal model/Demonstrator

Description: This individual believes in "teaching by personal example" and establishes a prototype for how to think and behave. The personal model oversees, guides, and directs by showing how to do things. This teacher encourages students to observe and then to emulate the instructor's approach.

Advantage: The "hands on" nature of the approach and an emphasis on direct observation and following a role model.

Disadvantage: Some teachers using this style may believe that their approach is "the best way." This could lead some students to feel inadequate if they cannot live up to such expectations and standards.

4. Facilitator

Description: The facilitator emphasizes the personal nature of teacher-student interactions. This teacher guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. The overall goal of the facilitator is to develop in students the capacity for independent action and responsibility. The teacher acting as facilitator works with students on projects in a consultative fashion and provides much support and encouragement.

Advantage: Personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative courses of action to achieve the goals.

Disadvantage: This style is often time-consuming and can be ineffective when a more direct approach is called for. The facilitator style can make students uncomfortable if it is not used in a positive and affirming manner

5. Delegator

Description: The delegator is concerned with developing a student's capacity to function autonomously. Students work independently on projects or as part of an autonomous team. The teacher is available at the request of students as a resource person.

Advantage: The facilitator contributes to students perceiving themselves as independent learners.

Disadvantage: The facilitator may misread a student's readiness for independent work. Some students may become anxious when given autonomy.

Further Grasha (1996) and Morgan (2002) identified four teaching styles categories that represented typical orientation and strategies in teaching as the following:

1. Formal authority: the formal authority style tends toward teacher-centered learning process in which information is presented and students receive knowledge. This approach to curriculum planning focuses on content. The instructor defines the theories, principles concepts or terms that students need to learn and organizes them. The instructor then selects activities appropriate to each part of the activities. The formal authority instructor is not concern with creating a relationship with the students nor so important if the students build relationship with each other.
2. Demonstrator: This is a teacher-centered learning process that emphasizes modeling or demonstration. This approach encourages students to observe processes as well as content. He demonstrates what is expected and then acts as a guide to assist the students in applying the knowledge. This approach focuses on performance of an academic procedure
3. Facilitator: this approach focuses on learning processes. It is student-centered learning process. Teachers design activities or

problem solving situations that allow students to practice the process for applying the subject content

4. Delegator: this process places much the learning on the students. It focuses on personal growth. Teachers provide complex tasks that require students initiative to complete. Students work independently or in groups.

3. The Purpose of Identifying Teaching Styles

Most teachers don't even think about how they appear to students. Teachers who only introduce foreign language from the linguistic aspect will be left behind. And on the contrary, having the learning process with student centre activities will increase the students' participation. As it is argued by Mark Feder (1987): the style of teaching in which students passively submit to a kind of linguistic indoctrination has been all but abandoned by progressive teachers who view active students participation as necessary to the effective accomplishment of their roles.

In other words, teachers' role in foreign language could not be limited only to the lecturing function which leads to cognitive aspect. But on the contrary, having the learning process with student centre activities will increase the students' participation.

Having determined that student centered activities are highly desirable, the teacher has task of selecting activities that can successfully integrate student participation related with the specific language objectives set for the class.

Fisher and Fisher (1979) differentiate between method and teaching style. They define teaching style as a pervasive way of approaching the learners that might be consistent with several methods of teaching. So although two teachers may use the same method, the same material and discussion groups, they can still be significantly different in teaching style. When we speak of teaching style, we speak of characteristic of the ways a teacher acts in his teaching. For example we speak of how the teacher asks questions, uses voice tone, organizes the lesson and the students, calls on students, tests the students, and moves around the classroom, etc. So if we talk about teaching style we talk about observable actions, not about teachers characteristic only, for example his IQ, but related with the way he is teaching.

C. Language Learning and Language Test

1. Some Theories of Learning

a. The behaviorist learning theory: language learning is learning in which it involves habit formation. Habits are formed when learners respond to stimuli in the environment and subsequently have their responses reinforced so that they are remembered. Thus a habit is a stimulus response connection.

Learning took places when learners had the opportunity to practice making the correct response to a given stimuli. Learners imitate models of correct language and received positive reinforcement if they are incorrect.

Chomsky's first book *Syntactic structure* (1957) gave its name to the first wave of thinking, which was chiefly concerned with grammatical description. Its contribution was to show that mentalistic grammar could be made scientific by the use of explicit and rigorous forms of statement, known as generative grammar. And the next wave again took its name from a book, *Aspects of The theory of syntax* (Chomsky 1965). The major innovation was the recognition that all sentences had deep structure that were transformed into the final surface structure in which vocabulary only become important that permitted words to occur only in certain structural environment. Aspects theory recognized the difference between linguistic competence and performance. The linguistic competence is the knowledge of language present in the individual mind. While performance is languages that have been produced and the process through which speech is produced and comprehended.

Chomskyan theory has always emphasized language as a property of the mind rather than as social behavior

When children acquire their first language, they seem to do so without conscious effort. In contrast, second language learners especially adult, seem to have to work hard and to study the language consciously in order to succeed. However for secod language learners, even adult one, are also capable to learn a language in the same way as children do in first language acquisition

According to Krashen, (1987) it is important to distinguish the word *acquired* and *learned*. Acquired in second language knowledge means knowledge of the language while learned in second language is knowledge about language. The first is developed subconsciously through comprehending input while communicating. And the second is developed consciously through deliberate study of the second language. Krashen claimed that the two knowledge systems are entirely independent of one another.

The term consciousness is often used very loosely in second language acquisition (SLA). It is distinguished between consciousness as 'intentionality' and consciousness as 'attention'. Intentionality refers to whether a learner makes a conscious and deliberate decision to learn the language. While conscious as attention takes place when a learner picks up L2 knowledge through exposure. In the other words learning incidentally is not the same as learning without conscious attention.

b. Cognitive theories

Cognitive theory was a method advocated in Newmark and Reibel (1968) and based on the assumption that foreign language teaching was over larded with complicated techniques whereas all that was required was for learners to gain exposure to the target language in meaningful chunks. The theory base on gestalt psychology and transformational linguistics. It aimed to foster competence. The assumption was that learning must be holistic but accompanied by understanding

Jean Peaget and Boden (1982) assumes that cognitive development is a prerequisite for linguistic development. Cognitive development takes place in a series of stages where the acquisition of each stage is a necessary requirement for the acquisition of a subsequent stage. For example. The sensory motor period in a child's development which last from birth to about the age of two begins with the child making simple physical movements in response to the environment, which become repetitive habit, the coordinated actions to produce effects on the environment.

According to Vygotsky (1994) linguistic knowledge is the internalization and decontextualization of behavior which is learned in social interaction. Children are first exposed to samples of language in its social use, and they learn that it can be used to regulate social interaction

c. Humanistic Theories

Jacobovits and Gordon (1974) mentioned that there is a freedom to teach and to learn. The examples of these methods are silent way, community language learning, and suggestopaedia

Among the premises underlying humanistic education according to Moskowitz (1971)

1. A principal purpose of education is to provide learning and an environment that facilitate the achievement of the full potential of students.

2. Personal growth as well as cognitive growth is a responsibility of the school. Therefore education should deal with both dimensions of humans – the cognitive or intellectual and the affective or emotional.
3. For learning to be significant feelings must be recognized and put to use.
4. Significant learning is discovered for one self.
5. Human beings want to actualize their potential.
6. Having healthy relationship with other classmates is more conducive to learning.
7. Learning about oneself is a motivating factor in learning.
8. Increasing oneself esteem is a motivating factor in learning

2. Language Test

A test, in this case achievement test is a test that measures how much of a language someone has learned with reference to a particular course or program of instruction. All the tests that are intended to show mastery of a particular syllabus are achievement tests. This kind of test is based on what the students are presumed have learnt. It deals with how much the learner has learned from a particular course. This study is related to the achievement of the students in learning English. Talking about achievement it should be related with instructional objectives and its relation with test.

a. Instructional Objectives

Objective is defined as a goal of a course of instruction (Richards, et al, 1985:198). Two different types of objectives may be distinguished. General objectives, or aims, are the underlying reasons for or purposes of a course of instruction. For example, the aims of the teaching of English as a foreign language in Indonesia for senior secondary schools are to enable the students to have skills of reading, listening, speaking, and writing in English through the chosen themes based on their development, interest, level of vocabulary mastery, and appropriate structure (Depdikbud, 1985). Another example is the aims of English teaching based on the competency-based curriculum, that is, developing the communicative competence in English in oral and written forms, listening, speaking, reading, and writing; growing awareness of the nature and importance of English as a medium of learning; and developing understanding and on cross language and cultural insight (Depdikbud, 1985). Aims are long-term goals, described in a very general terms.

Specific objectives are descriptions of what is to be achieved in a course. They are more detailed descriptions of exactly what a learner is expected to be able to do at the end of a period of instruction. This might be a single lesson, a topic, a theme, etc. For instance, specific objectives of a lesson might be: ability to comprehend and use expressions of self-introduction, and ability to ask and answer questions dealing with personal details. These specific objectives contribute to the general

objective, that is the ability to do short conversations fluently (Depdiknas, 1985). A description of specific objectives in terms, which can be observed and measured, is known as a behavioral objective (Richards et al, 1985).

b. The Correspondence of Tests and Instructional Objectives

A test may have a harmful effect to teaching and learning if the test content and test techniques are at variance with the objectives of the language course (Hughes, 1989). In teaching reading comprehension, for example, teachers must be aware that the primary objective of reading is comprehension—being able to find meaning in what is read. Thus, they have to give their students reading assessments in order to test their students' reading abilities.

Related to the types of tests discussed in the previous section, not all test types must be matched with the instructional objectives. Proficiency test, for instance, is designed to measure learners' ability in a language regardless of any training they may have had in that language. The content of the test is not based on the objectives of language courses.

D. Classroom situation and Language Learning

Some English classes are taught in a fairly teacher-centered style. Interaction is dominated by the teacher who gives lengthy explanations and lectures, drills repetitively, asks the majority of the questions, and makes judgments about students' answers. But

however some other English teachers see value in getting students involved in interacting in English. They have an interactive classroom, begin classroom with communicative activities, and give students opportunities to practice their English.

In the 1990's, educational reformers are seeking answers to two fundamental questions: (1) How well are students learning? and (2) How effectively are teachers teaching?

Ellis, (1989) stated that classroom research and classroom assessment respond directly to concerns about better learning and more effective teaching. Classroom research was developed to encourage teachers to become more systematic and sensitive observers of learning as it takes place every day in their classrooms.

Teachers have an opportunity to use their classrooms as laboratories for the study of learning and through such study to develop a better understanding of the learning process and the impact of their teaching upon it. Classroom assessment, a major component of classroom research, involves student and teachers in the continuous monitoring of students' learning. It provides the learning process with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. Most important, because classroom assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them, the likelihood that instructors will apply the results of the assessment to their own teaching is greatly enhanced.

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom assessment helps individual teachers obtain useful feedback on what, how much, and how well their students are learning. Teachers can then use this information to refocus their teaching to help students make their learning more efficient and more effective.

Sometimes teachers who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary when they grade tests and term papers. Too often, students have not learned as much or as well as was expected. There are gaps, sometimes considerable ones, between what was taught and what has been learned. By the time teachers notice these gaps in knowledge or understanding, it is frequently too late to remedy the problems.

Through practice in classroom assessment, teachers become better able to understand and promote learning, and increase their ability to help the students themselves become more effective, self-assessing, self-directed learners. Simply, the central purpose of classroom assessment is to empower both teachers and their students to improve the quality of learning in the classroom.

Classroom language learning is the opposite of naturalistic language learning. The difference of the two types of learning can be examined from a sociolinguistic, a psycholinguistic, and an educational viewpoint.

Sociolinguistically, the distinction between classroom and naturalistic language learning can be viewed as one of domain (Fisherman, 1964). The domains are constellation of factors that affect the way language is used. The domains of classroom and naturalistic learning can be distinguished with reference to such factors as location, participants, topics, and purposes. In general, the domain of classroom language learning is circumscribed in which classroom can provide the more diverse learning experiences. While in naturalistic language learning it is likely to be characterized by a greater range of setting, participants, topics and purposes (Rod Ellis, 1989)

Psycholinguistically, the distinction, between classroom or formal and natural or informal language learning (Krashen and Seliger, 1978; d'Anglejan, 1978) is formal learning involves some kind of activity on the part of the learner (to learn about the language by getting information about rules of grammar). While informal learning takes place through observation and direct participation in communication (Learning is a process of discovery which takes place spontaneously and automatically providing certain conditions have been met). So, it is probably true to say that the classroom setting affords

more opportunities for formal learning and naturalistic setting more opportunities for informal learning.

Formal learning which involve some deliberate attempts to shape the learning experience is the believe that by doing so the learner will be able to acquire knowledge more efficiently. But it should be noted however that the learning environment is possible in classroom and formal training can occur also in a naturalistic setting.

Before presenting the teachers' and students' language in their interaction the writer presents the characteristics of the classroom or planned second language learning situation as the following (Steinberg, D, 1982.) :

- a. Psycho-social demands of classroom. The school classroom requires adjustment of the learners to group processes, classroom discipline, and procedures. The learners receive only a limited amount of individual attention. Regular attendance is required.
- b. Pre-selected language data. The teacher generally introduces pre selected target language items. Spontaneity is limited, a planned curriculum is followed with the teacher attempting to realize certain goals regarding the language that is to be learned.
- c. Grammatical rules presented. The teacher may describe a rule in the native language to explain a grammatical structure. The learner is expected to understand, assimilate, and later apply the abstract rule.

- d. Unreal limited situation. Situation for language use in the classroom are limited in variety and scope as compared to those outside of the classroom. The situation which employed is often simulated.
- e. Educational aids and assignment. In order to assist learning and achieved teacher goal, books writing or language lab, for example may be used. Work assignment may be given to be completed in the class or at home.

The planned learning situation such the classroom, however, present a very different problem, there is an element of choice involved in attending class, listening to the teacher, participating in activities, and doing assignments.

The amount of exposure which ever receives and the amount of attention and effort which one may devote to learning may be affected by one motivation.

A negative attitude toward the target language or its speakers or the other members of the class would also affect one's determination persistence to involve in the class and its activities. Therefore, there are some closely related factors that can contribute to make interactive classroom,

E. Learning Environment

There are many factors that might be categorized as the learning environment, but here the writer limit his discussion to three main factors that might be influence the students readiness in learning

English, namely teaching materials, teaching media, and classroom management

1. Teaching Material

Teaching materials are very important in students' readiness to learn since the material will probably influence their success or failure. Students might have unfavorable attitude in learning when they feel that the materials are not useful, not interesting, or not challenging.

On the material used in the English teaching, there are two important aspects: namely the actual content of the teaching material and the type of the material (Geoffrey Broughton, et al 1978). The actual content of the material related with the sounds, words, grammar, and what the language is talking about. While the type of the material is whether it is written for particular learners or is it authentic material with "uncontrolled" grammar. Like the material from newspaper or from daily conversation.

2. Teaching Media

The teaching media that may help students to learn English in the classroom deals with the audio or visual aids. The availability of the media are considered useful and important for the success of the English teaching.

The teaching media may be classified as the following :

1. real things (people, event, and objects)
2. verbal representation (text books, slides, film strip, and transparencies)

- 3.graphic representation (charts, maps, diagram, drawing)
- 4.pictures (photos)
- 5.motion pictures (television and videotapes)
- 6.audio recording
- 7.programs (sequence of information as programmed textbooks for machines or computers),
- 8.simulation (replication of real situation)

3.Classroom Management

Class room management refers to the management of the teaching and learning process in the classroom. The element that should given attention are the use of teaching method, utilization of teaching media, number teaching hours according to the curriculum, and number of students in the class.

F. Psycholinguistics Aspect of Second Language Learning

Psycholinguistics is concerned broadly with how linguistics knowledge is acquired (developmental psycholinguistic), how it is put to use in comprehending and dingproducing utterance (language processing) and how it can be impaired by brain injury (aphasia).

In Indonesia, mostly, English as the foreign language learning process takes place in classroom environment. And according to Renzo (1985) there are certain specific questions of psychological nature should be exist namely how are language structures and functions learned. What role can grammar play in the learning of structure and function? What kinds of errors typify second language

learning? And what is the role of translation in second language learning.

Linguistics refers to the knowledge of how language is structured and how it is able to convey meanings through its structural framework of linguistic competence. And competence in learning may be divided into two categories: conscious and unconscious. The ability of children to use their native language without any direct awareness of the structural patterns involved is an example of unconscious. On the other hand the explanation used by teachers to facilitate the learning of a language is conscious competence.

According to Renzo (1985) a more accurate term than learned would be *assimilated* since the learning process in this case consist of assimilating the target language structures. In other words the learning of L2 is shaped by the structural framework of L1. the assimilation of L2 structure is influenced by what the learner already knows practically about L1 structure.

Perhaps the main psychological issue connected to structural assimilation is to decide which teaching strategy is more appropriate an inductive or deductive one. Historically the inductive learning of structure has been associated with behaviorist theorist of learning and deductive learning with cognitive and traditional ones. According to many behaviorists, the natural way to learn the structure of the target language is without the benefit of explicit rules; i.e, structure can be learned through induction, the same way that children acquire their

native language. On the other hand cognitive claim that older learners will learn structure more efficiently if rules are used as devices to help them organize and control structural patterns at a conscious cognitive level. So the main implication can be derived namely, that the older learners' competence in L1 can be exploited by the use of inductive teaching method for those areas where L1 and L2 are structurally similar. But however, deductive approach might have to be used in areas where the two languages differ or in cases where there is no corresponding L1 structure. If the learners are very young then deductive techniques should be avoided because competence has not as yet been developed in the learners. And therefore such techniques will probably not be understood and might even have been a negative effect

There are four performance variables which teacher will find in building up competence in L2. The actual time required for each stage depends on the individual learner.

- a. It is an initial period in which perception is involved to a greater degree than any other mechanism. During this stage conditioning techniques i.e., imitation can be very useful since the learner is gradually becoming accustomed. The performance strategies of the learners during these strategies are typical simple utterances which are produced with much difficulty. These productions are completely conscious and monitored.

- b. This stage is the stage in which production become more spontaneous and easier to produce. The learners are still monitored. In this they will gain repetition and practice as reinforcement.
- c. The third stage is marked by an increased productive ability . they are still monitored. The learner behavior is being organized cognitively and stored for long retrieval. Cognitive techniques such as the teaching of rules can be of great benefit .
- d. The final stage is characterized by an automatic unconscious control of the target language. Speech acts are spontaneous. Competence and performance are synchronized. This a difficult stage to reach but this is the ultimate goal for all the second language learners.

The learning and teaching structure should not occur in isolation. Language learning is not a special case of data processing. The goal of second language learning is the ability to communicate in the target language. And this is the communicative competence in which the learners are able to use the language in different social settings and express different psychological state.

The second language learning process is frequently characterized by errors which can be described in terms of native language interference or in terms of specific psychological strategies. The native language interference is known as interlinguistic errors and the errors caused by psychological strategy are called intralinguistic.

The term, error and mistake have different use. Mistakes are random performance slips or lapses. They do not result from a defective or approximate knowledge of the target language structure or vocabulary. They are recognized immediately by the learners who are able to correct them by themselves. Errors are made unconsciously in structure or vocabulary. They are errors in competence.

The result from the learners' attempts to construct a system for understanding and producing utterance in the target language is known as intralinguistic error. There are two main sources of errors.

- a. Overgeneralization: the tendency to apply a certain rule analogically in those areas where it does not apply. i.e., *He goed* for He went. The learner has overgeneralized the use of the past tense morpheme-ed. The learner has over generalised certain rules of English morpho-syntax. Overgeneralization can also result from the failure to observe the constrain on the application of target language rules or from the incomplete application or target language rules.
- b. Simplification: the tendency to reduce complex forms of the target language to simple linguistic models. i.e. He no home for He's no home

Overgeneralization and simplification is a process which characterizes both first and second language learning. This process produces errors of addition, omission, substitution, and reordering.

The study of interlanguage reveals that errors are a fact of life in language learning and therefore the teacher could expect and consequently tolerate many errors. The goal in second language learning should be to communicate successfully in a foreign language rather than to communicate perfectly.

Pedagogical implication that can be derived from the study of error is that they can become a valuable source of feed back they can help teacher identify areas which need more elaboration or practice as correction or remedial.

Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. Instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel or exam purposes) in the context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. In later research studies, Gardner and Tremblay (1994) explored four other motivational orientations: (a) reason for learning, (b) desire to attain the learning goal, (c) positive attitude toward the learning situation, and (d) effortful behavior.

Many theorists and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology,

cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:

- Attitudes (i.e., sentiments toward the learning community and the target language)
- Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- Goals (perceived clarity and relevance of learning goals as reasons for learning)
- Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
- Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- Personal attributes (i.e., aptitude, age, sex, and previous language learning experience)

Based on this brief discussion, we believe that teachers are able to drive the students to learn the language and to sustain studentsâ interest in language learning if they can provide activities that are:

- Interrelated between in-class and out-of class language activities
- Communicative (game type) integrative (short/small activities form larger activities)
- pleasant, safe and non-threatening
- enthusiastic

- group-based
- meaningful or relevant
- challenging

These activities help promote:

- self-confidence
- experiences of success
- learning satisfaction
- good relationships among learners and between teacher and students

G. Matching Teaching Style with Learning Style

According to Davis (1989) the students will learn better if they are taught in a way that matches their perceptual modality preferences. And the teachers need to become more aware of the students own learning style preferences in order to accommodate the diversity in the classroom. And students should be grouped according to their learning styles.

Under certain conditions most students can learn to master their assigned learning tasks so their teachers should recognizes the need for varying the teaching methods used in the classroom. The teachers have some responsibility for gearing up their teaching style to fit the preferred learning style of each learner. (Bloom, 1971).

Further matching teaching style and learning style have practical ability in the classroom that promises good achievement.

This is illustrated by the two examples cited at the very beginning of this paper and further confirmed by Reid's (1987) and Melton's (1990) studies. Such style differences between students and teachers consistently and negatively affect student grades (Wallace and Oxford, 1992). It is when students' learning styles are matched with appropriate approaches in teaching that their motivation, performances, and achievements will increase and be enhanced (Brown, 1994).

Recent educational research provides theoretical support for Tobias's assertions. The research shows that students are characterized by significantly different *learning styles*: they preferentially focus on different types of information, tend to operate on perceived information in different ways, and achieve understanding at different rates. Students whose learning styles are compatible with the teaching style of a course instructor tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subject than do their counterparts who experience learning/teaching style mismatches.

A student's learning style may be defined in part by the answers to five questions:

- a. What type of information does the student preferentially perceive: *sensory*---sights, sounds, physical sensations, or *intuitive*---memories, ideas, insights?

- b. Through which modality is sensory information most effectively perceived: *visual*---pictures, diagrams, graphs, demonstrations, or *verbal*---sounds, written and spoken words and formulas?
- c. With which organization of information is the student most comfortable: inductive---facts and observations are given, underlying principles are inferred, or deductive---principles are given, consequences and applications are deduced?
- d. How does the student prefer to process information: *actively*---through engagement in physical activity or discussion, or *reflectively*---through introspection?
- e. How does the student progress toward understanding: *sequentially*--in a logical progression of small incremental steps, or *globally*---in large jumps, holistically?

The dichotomous learning style dimensions of this model (sensing/intuitive, visual/verbal, inductive/deductive, active/reflective, and sequential/global) are continua and not either/or categories. A student's preference on a given scale (e.g. for inductive or deductive presentation) may be strong, moderate, or almost nonexistent, may change with time, and may vary from one subject or learning environment to another.

The followings are the explanation of each dichotomous

Visual and verbal input

Visual learners get more information from visual images (pictures, diagrams, graphs, schematics, demonstrations) than from verbal

material (written and spoken words and mathematical formulas), and vice versa for *verbal learners*. If something is simply said and not shown to visual learners (e.g. in a lecture) there is a good chance they will not retain it.

Most people (at least in western cultures) and presumably most students in science classes are visual learners while the information presented in almost every lecture course is overwhelmingly verbal---written words and formulas in texts and on the chalkboard, spoken words in lectures, with only an occasional diagram, chart, or demonstration breaking the pattern. Professors should not be surprised when many of their students cannot reproduce information that was presented to them not long before; it may have been expressed but it was never heard.

Inductive and Deductive Organization.

Inductive learners prefer to learn a body of material by seeing specific cases first (observations, experimental results, numerical examples) and working up to governing principles and theories by inference; *deductive learners* prefer to begin with general principles and to deduce consequences and applications. Since deduction tends to be more concise and orderly than induction, students who prefer a highly structured presentation are likely to prefer a deductive approach while those who prefer less structure are more likely to favor induction. Research shows that of these two approaches to education, induction promotes deeper learning and longer retention of information and gives

students greater confidence in their problem-solving abilities. The research notwithstanding, most college science instruction is exclusively deductive---probably because deductive presentations are easier to prepare and control and allow more rapid coverage of material. In the words of a student evaluating his introductory physics course, "The students are given premasticated information simply to mimic and apply to problems. Let them, rather, be exposed to conceptual problems, try to find solutions to them on their own, and then help them to understand the mistakes they make along the way". The approach suggested by this student is inductive teaching.

Active and Reflective Processing.

Active learners tend to learn while doing something active---trying things out, bouncing ideas off others; *reflective learners* do much more of their processing introspectively, thinking things through before trying them out . Active learners work well in groups; reflective learners prefer to work alone or in pairs. Unfortunately, most lecture classes do very little for either group: the active learners never get to do anything and the reflective learners never have time to reflect. Instead, both groups are kept busy trying to keep up with a constant barrage of verbiage, or else they are lulled into inattention by their enforced passivity.

The research is quite clear on the question of active and reflective versus passive learning. In a number of studies comparing instructor-centered classes (lecture/demonstration) with student-centered classes (problem-solving/discussion), lectures were found to be marginally

more effective when students were tested on short-term recall of facts but active classroom environments were superior when the criteria involved comprehension, long-term recall, general problem-solving ability, scientific attitude, and subsequent interest in the subject. Substantial benefits are also cited for teaching methods that provide opportunities for reflection, such as giving students time in class to write brief summaries and formulate written questions about the material just covered.

Sequential and Global Understanding.

Sequential learners absorb information and acquire understanding of material in small connected chunks; *global learners* take in information in seemingly unconnected fragments and achieve understanding in large holistic leaps. Sequential learners can solve problems with incomplete understanding of the material and their solutions are generally orderly and easy to follow, but they may lack a grasp of the big picture---the broad context of a body of knowledge and its interrelationships with other subjects and disciplines. Global learners work in a more all-or-nothing fashion and may appear slow and do poorly on homework and tests until they grasp the total picture, but once they have it they can often see connections to other subjects that escape sequential learners.

Before global learners can master the details of a subject they need to understand how the material being presented relates to their prior knowledge and experience, but only exceptional teachers routinely

provide such broad perspectives on their subjects. In consequence, many global learners who have the potential to become outstanding creative researchers fall by the wayside because their mental processes do not allow them to keep up with the sequential pace of their science courses.

Students whose learning styles fall in any of the given categories have the potential to be excellent scientists. The observant and methodical sensors, for example, make good experimentalists, and the insightful and imaginative intuitors make good theoreticians. Active learners are adept at administration and team-oriented project work; reflective learners do well at individual research and design. Sequential learners are often good analysts, skilled at solving convergent (single-answer) problems; global learners are often good synthesizers, able to draw material from several disciplines to solve problems that could not have been solved with conventional single-discipline approaches.

The mismatches between the prevailing teaching style in most science courses and the learning styles of most of the students have several serious consequences [10]. Students who experience them feel as though they are being addressed in an unfamiliar foreign language: they tend to get lower grades than students whose learning styles are better matched to the instructor's teaching style [11] and are less likely to develop an interest in the course material.

These problems could be minimized and the quality of science education significantly enhanced if instructors modified their teaching

styles to accommodate the learning styles of all the students in their classes. Granted, the prospect of trying to address different learning styles simultaneously in a single class might seem forbidding to most instructors; The point, however, is not to determine each student's learning style and then teach to it exclusively but simply to address each side of each learning style dimension at least some of the time. If this balance could be achieved in science courses, the students would all be taught in a manner that sometimes matches their learning styles, thereby promoting effective learning and positive attitudes toward science, and sometimes compels them to exercise and hence strengthen their less developed abilities, ultimately making them better scholars and scientists.

Major transformations in teaching style are not necessary to achieve the desired balance. Of the defined learning style categories, five (intuitive, verbal, deductive, reflective, and sequential) are adequately covered by the traditional lecture-based teaching approach, and there is considerable overlap in teaching methods that address the style dimensions short-changed by the traditional method (sensing, visual, inductive, active, and global). The systematic use of a small number of additional teaching methods in a class may therefore be sufficient to meet the needs of all of the students:

Claxton and Ralston suggest learning styles may be defined as people's 'consistent ways of responding to and using stimuli in the context of learning' (1987: 7). Similarly, for Keefe, learning styles are

the 'characteristic, cognitive, affective and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment' (1979: 4). With particular reference to Nelson's (1995: 9) comments, and of particular interest for learning styles researchers, is how to combat the E.F.L. classroom frustration that transcends both obstinate learners and intransigent teachers. For Dunn and Griggs (1988), learning style is the biologically and developmentally imposed set of characteristics that make the same teaching wonderful for some and terrible for others'.

The following eight style dimensions, appear to be 'the most significant for second or foreign language learning' (Oxford and Anderson, 1995: 204):

Global and Analytic styles

The fundamental learning style dimension seems to be global/analytic.

Global styles: Students employing a global learning style typically employ a holistic view early in the learning process, into which they fit more detailed information as learning progresses. They typically look at several aspects of the topic at the same time, constantly making corrections between the theoretical aspects and practical applications as they learn, and make substantial use of analogies. Moreover this type of learner employs holistic strategies to problem solving including guessing and paraphrasing, favoring a search for the general idea rather than for

accuracy. Ellis (1989) suggests that 'global learners' prefer experiential learning and learning through communication.

Analytic styles:

Conversely, students employing an analytic learning style typically focus their attention more narrowly on pieces of information, low in the hierarchical structure, preferring detail rather than the overall picture. They are orientated towards rules tending to focus on step-by-step presentation of materials. Typically, theoretical and practical aspects are learned separately. Moreover, this type of learner employs language learning strategies that favors exact wording rather than guessing or paraphrasing – in their aim of achieving accuracy. Ellis (1989) suggests that 'analytic learners' prefer formal, individual learning in a classroom environment.

Field dependence and Field independence.

The global/analytic dimension arose directly from the earlier, seminal, idea of a broader contrast, between field independence and field dependence (Witkin, 1965) or the extent to which learners are able to distinguish between truly significant and insignificant background information.

Field dependent styles

Students employing a field dependent learning style typically prefer to work within the context of the subject under study, think holistically, and are sensitive to group relations, demonstrating greater skills in social behavior. Moreover, field dependent students tend to

avoid analytical thought, preferring to defer to others opinion's early in the learning process before arriving at their own answers. According to Abraham (1985), field dependent students, when presented with grammar teaching activities, prefer classrooms where rules are emphasized.

Field independent styles.

Conversely, students employing field independent learning styles typically prefer to work in isolation, think analytically and prefer to consider facts ahead of ideas.

Moreover, field independent students tend to form and rely upon their own points of view and judgments, preferring learning that emphasises the details of concepts. Abraham's (1985) research implies that field independent learners prefer settings that are liberal and tolerate ambiguity.

Feeling and thinking styles

Thinking styles.

Students employing a thinking style typically study more effectively in settings which are impersonal, basing their decisions on both logic and analysis. Moreover, 'thinking style' students tend to consider social and emotional subtleties only important if applicable to particular problems or issues.

Feeling styles. Conversely, students employing a feeling style typically prefer to study in settings that are personalised, placing value and basing decisions on harmony and relationships.

Impulsivity and reflection.

The impulsivity and reflective learning styles dimension is also related to the global/analytic dimension. Typically, students employing an impulsive learning style have global preferences and reflective students favour an analytic approach.

Impulsive styles. Students employing an impulsive style are typically impetuous in a classroom setting; in the extreme, such students tend to make errors in both productive and receptive skills. According to research, (Oxford *et al.*, 1991) impulsive students become more fluent foreign language speakers through this dimension.

Reflective styles.

Conversely, students employing a reflective style demonstrate a greater level of accuracy in a classroom setting, preferring systematic investigations of hypotheses.

Oxford *et al.*'s (1991) research implies that reflective students become more accurate foreign language speakers through this dimension.

Intuitive random / concrete sequential styles.

Students employing an intuitive random learning style prefer to develop a mental picture of the second language in an abstract, random manner in search of the underlying language system. In the absence of comprehensive knowledge of the target language, intuitive random style learners typically employ speculative and predictive strategies.

Concrete sequential style. Conversely, students employing a concrete sequential style prefer rigidly performed, strictly planned and adhered-to

sequential classes. If faced with discontinuity, concrete sequential style learners tend to feel distressed, preferring comprehensive knowledge and focusing on the immediate requirements demanded by instruction.

Closure orientated and open styles.

Students employing a closure orientated learning style typically perform most productively if presented with structured activities and more time. Typically, closure orientated style learners favour carefully planned and completed tasks, as opposed to ambiguity and uncertainty, in a classroom environment.

Conversely, in open style students employing an open learning style favour a more open and flexible schedule, demonstrating a high degree of tolerance towards ambiguity in the classroom. Typically, open style learners learn most effectively through negotiation and do not recognise careful planning or completion of tasks as a priority.

Extroverted and introverted styles.

Extroverted styles.

Students employing an extroverted learning style typically perform most productively in a group environment, enjoying activities that involve other students, such as role play, conversation and other interaction favouring social goals as opposed to impersonal rewards.

Introverted styles.

Conversely, students employing an introverted learning style often prefer to work alone or at least with other familiar students, favouring impersonal rewards as opposed to social goals.

Visual, Auditory and Haptic styles.

Students employing visual learning styles prefer material in a classroom environment to be presented in a visual format such as via books, board work, and handouts.

Auditory students prefer material in a classroom environment that is presented as auditory input such as radio, oral instruction, oral communication and audiotape.

Haptic styles.

Haptic students prefer to be physically involved with tasks, tending to prefer activities such as Total Physical Response (TPR), mime and role-play.

The above statements are representative of serious mismatches between the learning styles of students and the teaching style of the instructor. In a class where such a mismatch occurs, the students tend to be bored and inattentive, do poorly on tests, get discouraged about the course, and may conclude that they are not good at the subjects of the course and give up (Oxford et al, 1991).

To reduce teacher-student style conflicts, some researchers in the area of learning styles advocate teaching and learning styles be matched (e.g. Griggs & Dunn, 1984; Smith & Renzulli, 1984; Charkins et al, 1985), especially in foreign language instruction (e.g. Oxford et al, 1991; Wallace & Oxford, 1992). Kumaravadivelu (1991:98) states that: "... the narrower the gap between teacher intention and learner interpretation, the greater the chances of achieving desired learning outcomes". There

are many indications (e.g. Van Lier, 1996; Breen, 1998) that bridging the gap between teachers' and learners' perceptions plays an important role in enabling students to maximize their classroom experience.

In the following are examples of how teacher's teaching style can be matched with students' learning style. The approaches are classified in the following categories:

1. Diagnosing learning styles and developing self-aware EFL learners

Effective matching between teaching style and learning style can only be achieved when teachers are, first of all, aware of their learners' needs, capacities, potentials and learning style preferences in meeting these needs. To this end, teachers may use assessment instruments such as the Myers-Briggs Type Indications Survey (Myers and McCaulley, 1985), the Keirsey Temperament Sorter (Keirsey & Bates, 1984) and the Classroom Work Style Survey (Kinsella, 1996). These instruments are sensitive to the kinds of style differences that are affected by culture. Although this kind of assessment is not comprehensive, it does indicate students' preferences and provide constructive feedback about advantages and disadvantages of various styles.

Before a survey is administered, the teacher should give a mini-lecture, trying to:

- establish interest: what learning styles are
- define general terms: for example, survey, questionnaire, perceptual, tally

- discuss how learning styles are determined and used by students and teachers
- explain how to tally results of surveys
- persuade students of the benefits of identifying their learning styles

Following the lecture, the teacher can ask students to work in pairs to share notes from the mini-lecture. By doing this, they can expect to further clarify the concept of survey taking and have a more specific idea of what learning styles are. While the pair-work is in process, the teacher should be prepared to answer any questions that may arise. Then, students are ready to complete the questionnaire. If they have questions or need assistance, the teacher can mini-conference with them individually. Finally, students can start summarizing their individual style results in the survey.

The next step is for the teacher to organize a whole-class discussion of the style assessment results. The teacher can write the major learning styles on the blackboard and ask the students to write their names under their major styles in a list. Then, in a full-class discussion, everybody is aware that the class is indeed a mixture of styles and full of similarities and differences in learning style preferences. This discussion helps eliminate some of the potential of a teacher-student "style war" if the teacher talks about his or her own style during this time. I have found students are intensely interested in talking about their own style and the styles of their peers and teachers. When such

style discussions are constructive, students' initial interest in self-awareness is rewarded and deepened.

Furthermore, based on these style assessment results, the teacher can build classroom community by asking students to find several other students whose major learning style matches their own, and sit in a group with those students. They follow instructions (written on the blackboard or on a transparency) to share their summarized results and analyze those results. This discussion often starts slowly, but it becomes increasingly animated as students discover similarities and differences. In addition, teachers can use the survey results to identify style patterns among various groups of students in their classes, which they should consider when designing learning tasks.

There are, however, dangers if learning assessment, diagnosis, and prescription are misused. We can, at least, list three shortcomings of existing self-assessment instruments: 1). The instruments are exclusive (i.e. they focus on certain variables); 2). the students may not self-report accurately; and 3). the students have adapted for so long that they may report on adapted preferences. In order to ensure a reliability of such learning style instruments, Doyle and Rutherford (1984) call for taking into account the nature of the learning tasks, the relationship between teacher and student, and other situational variables. Further, Reid (1987:102) warns: "Both teachers and students involved in identifying and using information on learning styles should proceed with caution and

be aware that no single diagnostic instrument can solve all learning problems"

By reflecting the processes that go on inside the writers' minds, they open up fields that are normally not accessible to researchers, and are thus able to provide an important complement to other research tools. Before students start keeping diaries, they should be issued with a set of guidelines about how to keep their diaries and what to look out for. Each student is asked to keep a journal of their reactions to the course, their teachers, their fellow students and any other factors which they consider are having an effect on their learning. Students are told to describe only those events which they think are of interest. Also to be included in the diary are the problems students have found in their encounter with the foreign language, and what they plan to do about it. The language in which these records have to be kept is not necessarily specified, but it is better for them to use the target language.

The diaries are collected in at regular intervals, photocopied and then returned immediately to the diarists. The students are assured that the material in their diaries will be treated in full confidentiality. For the analysis of these diaries, Bailey (1990) recommends a five-stage procedure, in which the researcher first edits the diary and then looks for recurring patterns and significant events.

2. Altering the teaching style to create teacher-student style matching

In all academic classrooms, no matter what the subject matter, there will be students with multiple learning styles and students with a variety of major, minor and negative learning styles. An effective means of accommodating these learning styles is for teachers to change their own styles and strategies and provide a variety of activities to meet the needs of different learning styles. Then all students will have at least some activities that appeal to them based on their learning styles, and they are more likely to be successful in these activities. Hinkelman and Pysock (1992), for example, have demonstrated the effectiveness of a multimedia methodology for vocabulary building with Japanese students. This approach is effective in tapping a variety of learning modalities. By consciously accommodating a range of learning styles in the classroom in this way, it is possible to encourage most students to become successful language learners. In addition, EFL teachers should consider culturally related style differences as they plan how to teach. The following is a list of activities for the learners that could be tried for each style:

Visual learning style preference

1. Read resources for new information.
2. Use handouts with activities.
3. Keep journals of class activities to reinforce vocabulary or new information.

4. Watch an action . Write narrative of events.
5. Take notes on a lecture. Outline the notes to reinforce ideas and compare with others. (Melton, 1990:43)

Analytic learning style preference

1. Judge whether a sentence is meaningful. If the sentence is not meaningful, the student changes it so that it makes sense.
2. Give students a list of related vocabulary words (such as a list of foods, animals, gifts, etc.) and ask them to rank these words according to their personal preferences.
3. Give students questions to which two or three alternative answers are provided. Students' task is to choose one of the alternatives in answering each question.
4. Ask students to express their opinions as to agree or disagree with a given statement. If they disagree, they reword the statement so that it represents their own ideas.

The prospect of altering language instruction to somehow accommodate different learning styles might seem forbidding to teachers. This reaction is understandable. Teaching styles are made up of methods and approaches with which teachers feel most comfortable; if they try to change to completely different approaches, they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods. Fortunately, teachers who wish to address a wide variety of

learning styles need not make drastic changes in their instructional approach. Regular use of some the instructional techniques given below should suffice to cover some specified learning style categories in this country.

- Make liberal use of visuals. Use photographs, drawings, sketches, and cartoons to illustrate and reinforce the meanings of vocabulary words. Show films, videotapes, and live dramatizations to illustrate lessons in text.
- Assign some repetitive drill exercises to provide practice in basic vocabulary and grammar, but don't overdo it.
- Do not fill every minute of class time lecturing and writing on the blackboard. Provide intervals for students to think about what they have been told; assign brief writing exercises.
- Provide explicit instruction in syntax and semantics to facilitate formal language learning and develop skill in written communication and interpretation.

3. Encouraging changes in students' behavior and fostering guided style-stretching

Learning style is a consistent way of functioning which reflects cultural behavior patterns and, like other behaviors influenced by cultural experiences, may be revised as a result of training or changes in learning experiences. Learning styles are thus "moderately strong habits

rather than intractable biological attributes" (Reid, 1987:100). With a moderate training, Sub/unconscious styles can become conscious learning strategies. However, all these should be best done in an intentional way with guidance from the teacher. For example, an important aspect of instructional style for many Korean students might involve weaning them from rote repetition, slowly guiding them into real communication in authentic language situation. An effective instructional style for dealing with many Chinese students might include paying attention to the individual, creating a structured but somewhat informal classroom atmosphere to ease students out of their formality, introducing topics slowly, avoiding embarrassment, and being consistent.

The following are examples of teaching activities that guide students to alter their learning behaviors, stretch their learning styles and enable them to improve their language performance.

- Groups of four or five learners are given cards, each with a word on it. Each person describes his word in the foreign language to the others in the group without actually using it. When all students have described their word successfully, the students take the first letter of each and see what new word the letters spell out. (Puzzle parts might also depict objects in a room; in this case, when all the words have been guessed, the group decides which room of the house has been described.)
- Class members are placed in pairs or in larger groups. Each student has a blank piece of paper. He listens to his partner or the

group leader who has a picture to describe (the teacher can provide the picture or students can choose their own). As his partner describes the picture, the student tries to draw a rough duplicate according to the description he hears.

4. Providing activities with different groupings

In a class made up of students with various learning styles and strategies, it is always helpful for the teacher to divide the students into groups by learning styles and give them activities based on their learning styles. This should appeal to them because they will enjoy them and be successful. For example, the group made up of the extroverted may need the chance to express some ideas orally in the presence of one or many class members. On the other hand, the group made up of the introverted may need some encouragement to share ideas aloud and may want the safety of jotting down a few notes first and perhaps sharing with one other person before being invited or expected to participate in a group discussion.

In addition to trying style-alike groups for greatest efficiency, the teacher can also use style-varied groups for generating greatest flexibility of styles and behaviors. Teachers should avoid grouping introverts with each other all the time. It is often helpful to include open students and closure-oriented students in the same group; the former will make learning livelier and more fun, while the latter will ensure that the task is done on time and in good order. But before students are

divided into groups, they should be aware of the divisions and understand what they are doing and why they are doing it. Wu (1983) concludes that Chinese students usually respond well to activities when they realize what the purposes behind them are.

Finally, no matter how students are to be grouped, teachers should make a conscious effort to include various learning styles in daily lesson plan. One simple way to do this is to code the lesson plans so that a quick look at the completed plan shows if different learning styles have been included. Putting "A" or "V" beside activities that denote whether they are primarily appealing to the analytic learner or the visual learner will serve as a reminder that there is a need for mixture of both kinds of activities. Meanwhile, simply designating various parts of the lesson plan with letters (I for individual, P for pair, SG for small group, LG for large group) and other symbols reminds the teacher to pay attention to learning styles. The coding is not meant to be extra work for the teacher or to make classes seem artificial or unspontaneous. If the coding system is used on a regular basis, it becomes very natural to think in terms of being inclusive, or providing the setting and the activities by which all learners can find some portion of the class that particularly appeals to them.

H. An Enrichment Program

Research has shown that factors such as positive learner and teacher attitudes, which are interrelated to motivation, must be sustained for successful transfer of language learning (Finocchiaro,

1982; Ngeow, 1998). To foster positive attitudes and to motivate learning, in particular, the learning of English as a Second Language, an environment conducive to learning must be created. Factors that help create such an environment include:

- a learning situation that has a "low affective filter" (Krashen, 1987) whereby the learners learn to use the language in a non-threatening and fun environment. Otherwise, learners will feel uncomfortable and insecure which will further induce a "psychological barrier" to communication and learning (Littlewood, 1995)
- providing various types of input which are auditory, visual, sensory, verbal and non-verbal in nature and input which is comprehensible or a little beyond the level of the learner
- providing a continuous and consistent exposure to the language being learned
- an environment where the teachers and the students are supportive and encouraging
- having access to situations wherein students are able to use the language as a "natural means of communication" (Littlewood, p. 58, 1995)

These factors should be present in any language learning program. The enrichment part of a language curriculum must encompass these

factors which encourage successful transfer and learning of the target language.

A language enrichment program should not be seen as separate from the school curriculum. Instead, it needs to complement and strengthen the development of language proficiency of students in schools. Therefore, what occurs in the language classrooms must be extended beyond the walls of the classrooms so that a link is created between what is learned in the classrooms with what occurs outside of the classrooms. A healthy balance has to be created between the immediate needs of examinations and the long-term needs of communicative competence. Furthermore, within an enrichment framework other interrelated factors such as the teachers philosophy, theories, and experience of the language; the contemporary climate of the teaching situation (which is affected by such factors as the political, economic, and technological advances of the country); the available teaching aids and materials; and the constant demand to prepare students for the standardized exams all play interconnected roles within the school language curriculum

Within the enrichment program, various activities and tasks are prepared which require active participation of the learners. Some examples of such activities include:

- a reading program with such tasks as writing a synopsis, journal, and compiling vocabulary lists
- language immersion projects such as language camps and visits

- a specific day or week or month or time and space devoted to the use of the language such as an English zone, spelling bee competition, story-telling corner, read-to-me corner, essay and drama competition, poetry reading at the general assembly, etc.
- a network of people who could provide the constant input of the language such as pen pals, teacher mentors, conversation partners and so forth

These activities are supported by classroom or school environments that provide simple strategies to encourage the use of the language such as murals, labels in and around the school, consistent exposure to language competitions (choral speaking, scrabble, etc.) and English notice board (interactive in that learners can pose questions or reply to questions). All these need to be given acknowledgment and recognition in the form of rewards and encouragement (e.g. prizes, public mention, etc.) to motivate and sustain interest in the use of the language.

It should be pointed out here that the main emphasis of this enrichment program is more on the process of learning rather than the performance of learning. It is hoped that a series of language activities, in-class as well as out-of class, will lead the students to a successful language learning process.

I. Hypotheses

In correspondence to the problem statements, the following hypotheses were empirically tested.

1. There is no significant relationship between the teachers' background and their teaching styles.
2. There is no significant influence of the high school English teachers' teaching styles toward the students' achievement in learning English.
3. There is no significant difference among the high school English teachers' teaching styles with various numbers of training they have attended toward the students' achievement in learning English.
4. There is no significant difference between female and male high school English teachers' teaching styles toward the students' achievement in learning English.
5. There is no significant difference among the high school English teachers' teaching styles with various level of education toward the students' achievement in learning English.
6. There is no significant difference among the high school English teachers' teaching styles with various degrees of experience in teaching English toward the students' achievement in learning English.

CHAPTER III

CONCEPTUAL FRAMEWORK

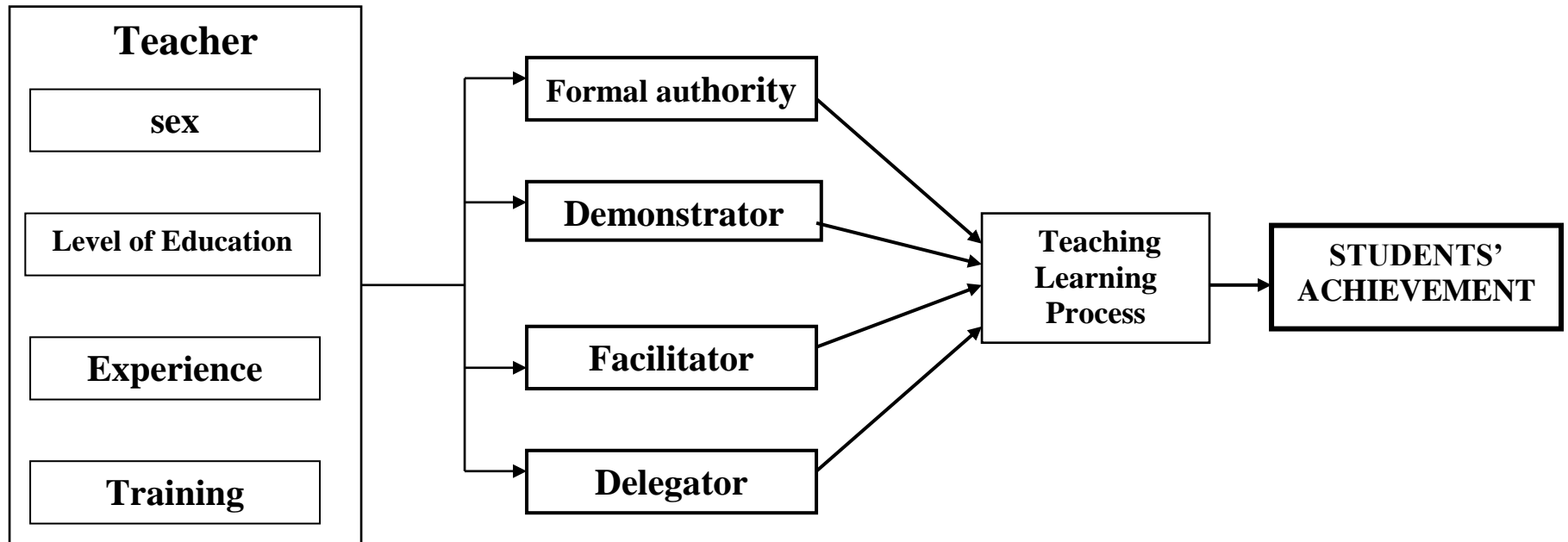
In the teaching and learning process the teachers' factors are always influenced by their background namely their gender, level of education, teaching experiences, and the teaching training they have attended. In their teaching activities, they also have their own teaching style preferences called formal authority, demonstrator, facilitator, and delegator.

From the students' side, they are also influenced by many factors. Among others are their knowledge, motivation, attitude, and their learning environments. The success of the teaching and learning process could not be blamed either to the students or to the teachers' side only, but both of them should be evaluated. It can be seen in the following chart.(cash flow of the teaching and learning process)

There are four teaching styles as independent variables in this research: formal authority, demonstrator, facilitator, and delegator teaching style. Each of these factors will be analyzed according to the teachers' sex, their level of education, experience, and teaching trainings the teachers have attended.

In the last phase of the study, the researcher need to see whether there is a significance influence of these teaching styles towards the dependent variable in this study namely the students' achievement in their learning.

CONCEPTUAL FRAMEWORK



CHAPTER IV

METHOD

A. Variables of the Study

The dependent variable of this study is the students' achievement in learning English. Their achievements were taken from the results of the test

The independent variables of the study are the teaching styles used by the English teachers. These teaching styles were differentiated in four kinds namely formal authority, demonstrator, facilitator, and delegator.

B. The Operational Definition

- Teaching style: Teacher's manner or personality style in teaching which can vary greatly from individual to individual. The styles are grouped into four kinds of styles: formal authority, demonstrator facilitator, and delegator.
- Teachers' background : the variables which are thought to have strong relation with the teachers when they do their teaching activity namely their gender, level of education, the teaching training they have attended, and their teaching experience
- Students' achievements: the score obtained from the given test. The test is believed as a valid and reliable test because it is taken from the test used in final national test of junior high schools in 2004 in South Sulawesi.

C.Population and Sample

The population of the research consists of the students of the state senior high schools spreading in South Sulawesi area and their teachers.

The sample of the research was taken using stratified purposive sampling.

There were two groups of sample in this research: The students and their teachers. The sample from teachers were taken from two state high schools of the regencies in South Sulawesi in which one of the school is supposed to be located in town or which is considered to be the best school in the regency and the other one which is located in the rural area or the one which is considered to be the poorer school in quality. Since there are 33 regencies in South Sulawesi the sample was taken from 14 regencies (42,42 %).

The regencies are:

Regencies	Teachers	Students
Makassar	4	20
Maros	4	20
Barru	4	20
Jeneponto	4	20
Takalar	4	20
Bulukumba	4	20
Gowa	4	20
Sinjai	4	20
Masamba	4	20
Luwu	4	20
Palopo	4	20
Soppeng	4	20
Bone	4	20
Sengkang	4	20
Barru	4	20
Total	56	280

From each of those regencies four teachers were taken as sample. But only 52 teachers became respondents of the research because there are four teachers on the regencies do not give the questionnaire back without any reasons. Based on the regencies taken as sample the data from the teachers' side are as the following:

Sexes	Male	: 22	(42.30 %)
	Female	: 30	(57.70 %)
Level of Education	S2 graduates	: 4	(7.69 %)
	S1 graduates	: 43	(82.69 %)
	Diploma graduates	: 5	(9.61 %)
Teaching experiences	< 10 years	11	(21.16 %)
	10 years	17	(32.69 %)
	> 10 years	24	(64.15 %)

The training they have attended namely MGMP, PKG, KBK, Language Lab Instructor, language teaching training.

The sample from the students was taken 5 % of the class member where the teachers teach English subject. The total sample taken was 280 students

D. Data Collection and Procedure

The data were collected through questionnaires, and developed for the purpose of collecting the required data for the study. The questionnaires for the teachers related with their teaching style, and

the other instrument is a test to know the students' achievements in learning English. The following is the score classification.

Table 1: Score Classifications

NO	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly good
5	56 – 65	Fair
6	36 – 56	Poor
7	0 – 35	Very poor

Depdikbud 1995,

The questionnaire about teaching style adopted from Anthony Grasya with the following factors: class management, teachers evaluation, classroom activities and technique, and communication preference.

To enrich the data, observation is also held to the teaching and learning process in which the writer observed how the English teachers managed the class, asked the students, and also the language the teachers and the students prefer to use in asking and answering questions,

E. Techniques of Data Analysis

Descriptive analyses were employed to analyze the collected data through the instrument mentioned previously. The frequency and

percentage distribution were employed to describe the respondents' responses to identify the achievement of the students and their teachers' teaching style.

Some data were also taken from the teachers' background, namely their gender, level of education, experience in teaching, and the training they have attended. These data were relied on statistic procedures.

The hypothesis was tested utilizing the t-test and Analysis of Variance (ANOVA) statistical procedures. All the hypothesis were tested at the 0,05 level of significance.

To measure the relationship between the teachers' background and their teaching styles the contingency coefficient table is used. And to analyze the data the SPSS program is occupied

If there are significant relationships among the variables the formula called IHK (Indeks Hubungan Kuat) by Tiro, Arief (2005) is used. The formula is the following :

$$IHK = \frac{KTS}{KTS_{\max}}$$

Note :

KTS : contingency coefficient

$$KTS_{\max} : \sqrt{\frac{m-1}{m}}$$

m : the minimum lines of the **crosstab**

(Tiro,2005:16)

To show the qualitatif explanation of the IHK the following table is used :

Table 2

Konversi Kualitatif Nilai IHK

IHK value	Relationship
0,75 – 1,00	Strong
0,35 – 0,74	Middle
0,00 – 0,34	Weak

(Tiro,2005:20)

CHAPTER V

FINDING AND DISCUSSION

This chapter consists of the finding of the research, and the discussion of the finding. The findings are presented as data description and the discussion sections, arguments and further interpretation of the findings given. The finding and the discussion of the research deal with the students' achievement in learning English, their teachers' teaching styles, the relationship between teachers background namely their gender, their level of education, their experiences, and the trainings they have attended.

A. FINDING

1. Teachers' Teaching Style

To determine the teachers teaching style, the focus of the analysis was to determine the items of the questionnaire which are categorized either as formal authority, demonstrator, facilitator, or delegator

As long as there are 32 items in the questionnaire developed, there are 8 items for each category. And to know the estimate score for the categories, according to Anthony Grasha, the total score of each category is divided into eight as shown below. The teachers teaching style could be seen from the list of the range of the score. The procedure to decide the style is as the following:

1] *Copy the ratings you assigned to each item in the spaces provided below.*

Course		Course		Course		Course	
#1	#2	#1	#2	#1	#2	#1	#2
1. ____	____	2. ____	____	3. ____	____	4. ____	____
5. ____	____	6. ____	____	7. ____	____	8. ____	____
9. ____	____	10. ____	____	11. ____	____	12. ____	____
13. ____	____	14. ____	____	15. ____	____	16. ____	____
17. ____	____	18. ____	____	19. ____	____	20. ____	____
21. ____	____	22. ____	____	23. ____	____	24. ____	____
25. ____	____	26. ____	____	27. ____	____	28. ____	____
29. ____	____	30. ____	____	31. ____	____	32. ____	____

2] *Sum the ratings for each column and place the total in the spaces below.*

_____	_____	_____	_____
-------	-------	-------	-------

3] *Divide each column above by 8 to obtain the average numerical rating you assigned to the items associated with each teaching style. Place your average rating to the nearest decimal point in the spaces below.*

_____	_____	_____	_____
Formal Authority	Demonstrator	Facilitator	delegator

4] *The teaching styles that correspond to each pair of columns are shown above.*

5] *Range of low, moderate, and high scores for each teaching style based on the test norms.*

	Low Scores	Moderate	High Scores
Formal Authority	[1.0-4.0]	[4.1-5.4]	[5.5-7.0]
Demonstrator	[1.0-4.3]	[4.4-5.7]	[5.8-7.0]
Facilitator	[1.0-3.7]	[3.8-5.3]	[5.4-7.0]
Delegator	[1.0-2.6]	[2.7-4.2]	[4.3-7.0]

Finally this categorization shows the teachers' teaching style preference.

The following is the result of the teaching style categorization

Table 3: Formal Authority Teaching Style

NO	School	Initial	Score	Level of education	TEACHING STYLE
1.	SMA 14	35	157	S1	Formal Authority
2	Makassar	05	158	S1	Formal authority
3		23	170	S1	Formal authority
4	SMA Neg 1	21	172	S1	Formal authority
5	Soppeng	52	166	D	Formal authority
6	SMA Marioriawa	09	192	S1	Formal authority
7	T.Siattingnge	29	192	S1	Formal authority
8	SMA Barru Mangkoso	27	185	S1	Formal authority

Table 4: Demonstrator Teaching Style

NO	Schools	Initial	Score	Level of education	TEACHING STYLE
1.	SMA N 14	24	204	S1	Demonstrator
2	MAKASAR	44	179	S1	Demonstrator
3	Bulukumba	17	148	S1	Demonstrator
4		08	148	S1	Demonstrator
5		16	196	S1	Demonstrator
6	Maros	33	180	S1	Demonstrator
7		46	153	S 2	Demonstrator
8		20	156	S1	Demonstrator
9		03	146	S1	Demonstrator
10	SMA Sungguminasa	22	174	S2	Demonstrator
11		11	198	D 1	Demonstrator
12	Jeneponto Bangkala	13	161	S1	Demonstrator
13	Sinjai SMA Neg 2	31	168	S1	Demonstrator
14	Takalar	50	146	D 1	Demonstrator
15	SMA 3	26	175	S1	Demonstrator
16	Palopo	40	157	S1	Demonstrator
17	Mappedeceng	04	161	S1	Demonstrator
18		47	185	S1	Demonstrator
19	Sma 2	01	186	S1	Demonstrator
20		32	190	S1	Demonstrator
21		39	189	S1	Demonstrator
22		07	176	D	Demonstrator
23		38	175	S 2	Demonstrator
24	Luwu	49	166	S1	Demonstrator
25	Bajo	14	203	S1	Demonstrator
26		51	191	S1	Demonstrator
27	Sengkang	48	183	S1	Demonstrator
28		36	191	S1	Demonstrator
29		25	191	S1	Demonstrator

Table 5:Facilitator Teaching Style

No	School	Initial	Score	Level of education	TEACHING STYLE
1	SMA 17 Makassar	06	166	S1	Facilitator
2		28	149	D	Facilitator
3	Jenepono	12	164	S1	Facilitator
4	Tondong Sinjai	10	196	S1	Facilitator
5		45	165	S1	Facilitator
6	Palopo Masamba	34	165	S1	Facilitator
7		37	151	S1	Facilitator
8		02	184	S1	Facilitator
9		41	184	S1	Facilitator

Table 6: Delegator Teaching Style

No	School	Initial	Score	Level of education	TEACHING STYLE
1		19	165	S1	Delegator
2		18	171	S1	Delegator
3	SMA 1 Bone	42	167	S1	Delegator
4		15	157	S1	Delegaor
5		30	175	S1	Delegator
6		43	185	S2	Delegator

Table 7:Teaching Style Preference

NO	TEACHING STYLE	FREQUENCY	PERCENT
1	Formal Authority	8	15.3
2	Demonstrator	29	55.77
3	Facilitator	9	17.30
4	Delegator	6	11.54
	Total	52	100 %

The data for the teachers teaching style preferences were gathered by distributing questionnaire of teaching style. The result shows that most of the teachers (55.77 %) have demonstrator style preference, this means that most of the teachers guides and direct their students by showing how to do things. They encourage their students to observe their teachers doing their teaching. The teacher become the model.

There were 17.37 % of the teachers prefer to use facilitator style, It means that they emphasize the personal teacher- student interaction. The teachers guide their students by asking questions, suggesting alternatives and encouraging them to develop criteria of being independent and responsible. The teachers work with the students on the jobs in a consultative fashion and provide much support and encouragement toward their students

Some teachers employ formal authority teaching style (15.30 %). These teachers concerned with providing feedback, establishing learning goals, expectations, and rules for students. They also concerned with the correct, acceptable, and standard ways of doing things. (Grasya, 1997)

The rest or 11.54 % of the teachers used delegator teaching style. It is categorized as a student centre activity. The teachers concerned with developing the students capacity to function autonomously. The students work independently. While the teachers, are available at the request as resource persons.

2. Students' Achievements in Learning English

The data collected through test was developed for the purpose of collecting the required data for the study. The test asked about the students' mastery on the language material they have studied and the improvement in English language learning (their knowledge),

The students' achievement in learning English, defined as dependent variable in this study, will show how the students face the learning process.

The students' achievement was classified into

Table 8: Students' Achievement

NO	Score	Classification	FREQUENCY	PERCENT
1	96 – 100	Excellent	-	-
2	86 – 95	Very good	-	-
3	76 – 85	Good	12	4.28
4	66 – 75	Fairly good	36	12.86
5	56 – 65	Fair	67	23.93
6	36 – 55	Poor	137	48.93
7	0 – 35	Very poor	28	10.00
		Total	280	100 %

The table above shows that none of the respondents get more than 85 for his score. And only 12 (4.28 %) out of the 280 students were categorized as good in their classification score. While for fairly good score there are 36 or 12.86 % students out of the 280 students. And for fair score, there are 67 students (23.93 %). 137 students (48.93 %) get poor for their score. And 28 students or 10 % are classified as very poor.

So statistically the mean score of the students' achievement can be shown as in the following:

Table 9: Mean Score

Total score	Total students	Mean score	Classification
16211,67	280	57,90	Fair

The table shows the result of the means score of the students' achievement was 57,90 It means that they are categorized as fair classification

3. The Students Taught in Different Teaching Style

Table 10: The Students Taught in Different Teaching Style

Statistics

Model Mengajar

N	Valid	280
	Missing	0
Median		2.00
Mode		2

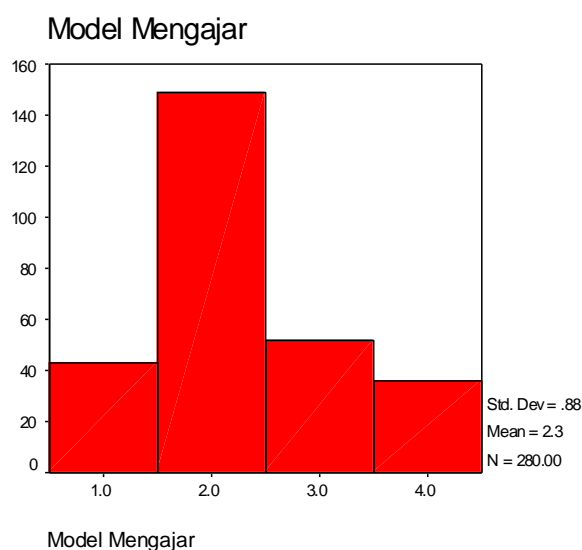
Model Mengajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal Authority	43	15.4	15.4	15.4
	Demonstrator	149	53.2	53.2	68.6
	Facilitator	52	18.6	18.6	87.1
	Delegator	36	12.9	12.9	100.0
	Total	280	100.0	100.0	

The table shows that most of the students (149 or 53.2%) are taught by the teachers who use demonstrative style. 52 students (18.6 %) are taught by the teachers who use facilitator style. 43 students (15.4 %) are taught by the teachers who prefer to use formal authority style.

And 36 students (12.9 %) are taught by the teachers who have delegator style. The chart below also explains the above criteria.

Table 11: Teaching Style in Chart



1. Formal Authority
2. Demonstrator
3. Facilitator
4. Delegator

In relation to their teachers, the following is the students achievements related to the teaching styles used by their teachers. The mean score of the students achievements for each of the teaching styles preferences can be seen in the following ;

There were eight teachers who applied formal authority teaching style. These teachers concerned with providing feedback, establishing learning goals, expectations, and rules for students. They also concerned

with the correct, acceptable, and standard ways of doing things. Their students mean score is 51.23

There were 29 teachers who used the demonstrator teaching style. This means that most of the teachers guides and direct their students by showing how to do things. They encourage their students to observe their teachers doing their teaching. The teachers become the model. Their students got 52.97 as their mean score.

For facilitator teaching style, there were 9 teachers who used the teaching style. It means that they emphasize the personal teacher- student interaction. The teachers guide their students by asking questions, suggesting alternatives and encouraging them to develop criteria of being independent and responsible. The teachers work with the students on the jobs in a consultative fashion and provide much support and encouragement toward their students. But their students' mean score is only 48.77

There were only 6 teachers who used the delegator style. It is categorized as a student centre activity. The teachers concerned with developing the students capacity to function autonomously. The students work independently. While the teachers, are available at the request as resource persons. Their students' mean score is 54.61 and it is the highest score among the four teaching styles

4. The Teachers' Background Related to Students' achievement

a. Teachers Experience in Attending Training

Table 12: Teachers Experience in Attending Training

NO	Frequency of training	FREQUENCY	PERCENT
1	5 times trainings	2	3.84
2	4 times trainings	1	1.93
3	3 times trainings	9	17.30
4	2 times trainings	19	36.54
5	1 times trainings	10	19.23
6	0 times trainings	11	21.16
	Total	52	100 %

It is always expected that the teachers improve their knowledge as well as their teaching skills. Among others these improvement could be gain by attending training held by the government or teachers organization. For such purposes of this study, the analysis of the teacher experiences in attending training can be classified into five categories. The categorization is related with the number of the training they have attended. The data showed that only two teachers (3.84 %) have attended five kinds of training. One teacher (1.93 %) have attended four kinds of training. Nine teachers (17.30%) have attended three kinds of training. Teachers (36.54 %) out of the fifty two teachers have attended two kinds of training. Ten teachers (19.23 %) have attended one training. And eleven teachers who have no experience in attending any training.

Statistically there are 12 students (4.3 %) who are taught by the teachers who have been trained 5 times. 5 students (1.8 %) are taught by the teachers who have been attended 4 time of training. 47 students (16.8 %) are taught by the teachers who have attended 3 trainings. 104 students (37.1 %) out of the 280 students are taught by the teachers who have attended two times training. 57 students (20.4 %) are taught by the teachers who have one time training. And 55 students (19.6 %) are taught by the teachers who have not ever been trained. It can be shown in the following table.

Table 13: The Students Taught by The Teachers in Different Frequency of Teaching Training

NO	Frequency of training	FREQUENCY	PERCENT
1	5 times training	12	4.3
2	4 times training	5	1.8
3	3 times training	47	16.8
4	2 times raining	104	37.1
5	1 time training	57	20.4
6	0 time training	55	19.6
	Total	280	100

b. Teachers' Sex

Table 14: Teachers' Sex

NO	SEX	FREQUENCY	PERCENT
1	Male	22	42.30
2	Female	30	57.70
	Total	52	100 %

The data from the teachers' sex shows that out of the 52 teachers there are 22 male teachers (42.30 %) and 30 teachers (57.70 %) are female.

On the other side the students who are taught related to their teachers sex is shown in the following table.

Table 15: The Students Taught by Teachers in Different Sex

NO	SEX	FREQUENCY	PERCENT
1	Male	132	47.1
2	Female	148	52.9
	Total	280	100

There are 132 students (47.1 %) who are taught by male teachers and the rest, 148 (52.9 %) are taught by female teachers.

c. Teachers' Level of Education

Table 16: Teachers' Level of Education

NO	Level of Education	FREQUENCY	PERCENT
1	Magister (S2)	4	7.69
2	Undergraduate (S1)	43	82.69
3	Diploma	5	9.61
	Total	52	100 %

For the level of education, there are 4 or 7.69 % of the respondents have magister degree. And most of them (43)or (82.69 %) are undergraduate degree. And only 5 out of the 52 respondents get diploma degree.

Table 17: The Students Taught by Teachers in Different

Level of Education

NO	Level of education	FREQUENCY	PERCENT
1	Diploma	17	6.1
2	S1	230	82.1
3	S 2	33	11.8
	Total	280	100

The data show that there are 230 students (82.1 %) taught by teacher who have S1 degree, 33 students (11.8 %) are taught by the teachers who have S2 degree, and the rest 17 students (6.1%) are taught by diploma degree

d. Teachers' Teaching Experience

Table 18: Teachers' Teaching Experience

NO	Teaching experiences (years)	FREQUENCY	PERCENT
1	Less than 10 years	11	21.16
2	10 years	17	32.69
3	More than 10 years	24	64.15
	Total	52	100 %

Teaching experience here means the interval of time the teachers have taught English. For this writing the interval can be classified into three groups. The first is the teacher who has less than 10 years experience. The second is the teacher who has approximately 10 years of teaching experience. And the third is the teachers who belong to more than 10 years of teaching experience.

The data show that only 11 teachers (21.16 %) belong to the first group. 17 teachers (32.69 %) belong to the second group and 24 teachers (64.15 %) have more than 10 years of teaching experience.

On the other hand the students data show that there 133 students (47.5 %) are taught by the teachers who have more than 10 years. 91 students (32.5%) are taught by the teachers who have approximately ten years of teaching experience. And 56 students (20%) out of the 280

students are taught by the teachers who have less than 10 years of teaching experience.

Table 19: The Students Taught by Teachers in Different Teaching Experience

NO	Teaching experience	FREQUENCY	PERCENT
1	Less than 10 years	56	20.0
2	10 years	91	32.5
3	More than 10 years	133	47.5
	Total	280	100

5. The Relationship between the Teachers' background and their Teaching Style

a. The relationship between the frequency of the teachers' attending training and the teaching style

The result of the data analysis of the relationship between the frequency of the teachers attending training and the teaching styles can be seen in the following table.

Tabel 20: The Influence of The Training The Teachers Have Attended Towards The Teaching Style

Crosstab

			Model Mengajar				Total
			1	2	3	4	
Banyak Pelatihan	0	Count	5	30	20	0	55
		Expected Count	8.4	29.3	10.2	7.1	55.0
	1	Count	13	34	0	10	57
		Expected Count	8.8	30.3	10.6	7.3	57.0
	2	Count	5	62	17	20	104
		Expected Count	16.0	55.3	19.3	13.4	104.0
	3	Count	15	11	15	6	47
		Expected Count	7.2	25.0	8.7	6.0	47.0
	4	Count	5	0	0	0	5
		Expected Count	.8	2.7	.9	.6	5.0
	5	Count	0	12	0	0	12
		Expected Count	1.8	6.4	2.2	1.5	12.0
Total	Count	43	149	52	36	280	
	Expected Count	43.0	149.0	52.0	36.0	280.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102.689 ^a	15	.000
Likelihood Ratio	115.522	15	.000
Linear-by-Linear Association	.553	1	.457
N of Valid Cases	280		

a. 7 cells (29.2%) have expected count less than 5. The minimum expected count is .64.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.518	.000
N of Valid Cases	280	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Hypotheses:

H_0 : There is no significant relationship between the frequency of the training the teachers have attended and the teaching styles

H_1 : There is significant relationship between the frequency of the training the teachers have attended and the teaching styles.

Related to the above table the value of the person chi-square ($\chi^2 = 102,689$) and p-value = 0,000 is smaller than $\alpha = 0,05$, It means that the H_0 is rejected and the H_1 is accepted. In other words there is significant relationship between the frequency of the training the teachers have attended and their teaching styles. Because its contingency coefficient is 0,518 and its contingency coefficient maximum is $\sqrt{\frac{4-1}{4}} = 0,866$, so the strengt of its indeks relationship is (IKH) = $\frac{0,518}{0,866} = 0,598$. The results is categorized as medium relationship.

b.The relationship between the teachers' sex and their teaching style

The result of the data analyss of the relationship between the teachers sex and the teaching styles can be seen in the following table.

Tabel 21: The Influence of Teachers' Sex Towards Their Teaching Style

Crosstab							
			Model Mengajar				Total
			1	2	3	4	
Jenis Kelamin	1	Count	38	53	36	21	148
		Expected Count	22.7	78.8	27.5	19.0	148.0
	2	Count	5	96	16	15	132
		Expected Count	20.3	70.2	24.5	17.0	132.0
Total	Count	43	149	52	36	280	
	Expected Count	43.0	149.0	52.0	36.0	280.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.662 ^a	3	.000
Likelihood Ratio	49.270	3	.000
Linear-by-Linear Association	.147	1	.701
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.97.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.374	.000
N of Valid Cases	280	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Hyphothesis:

H_0 : There is no significant relationship between the teachers' sex and the teachers' teaching style

H_1 : There is significant relationship between the teachers' sex and the teachers' teaching style

Related to the above table the value of the person chi-square $\chi^2 = 45,662$ and p-value = 0,000 is smaller than $\alpha = 0,05$, It means that the H_0 is rejected and the H_1 is accepted. In other words there is significant relationship between the teachers' sex and their teaching styles. Because its contingency coefficient is 0,374 dan contingency coefficient maximum is $\sqrt{\frac{2-1}{2}} = 0,707$, so the strengt of its indeks relationship (IKH) is $= \frac{0,374}{0,707} = 0,529$. The results is categorized as medium relationship..

c. The Relationship between the Teachers' level of Education and their Teaching Styles

The result of the data analyss of the relationship between the teachers level of education and the teaching styles can be seen in the following table.

Tabel 22: The Influence of The Teachers Level of Education Towards Their Teaching Style

Crosstab							
			Model Mengajar				Total
			1	2	3	4	
Tingkat Pendidikan	1	Count	5	7	5	0	17
		Expected Count	2.6	9.0	3.2	2.2	17.0
	2	Count	38	125	47	20	230
		Expected Count	35.3	122.4	42.7	29.6	230.0
	3	Count	0	17	0	16	33
		Expected Count	5.1	17.6	6.1	4.2	33.0
	Total	Count	43	149	52	36	280
		Expected Count	43.0	149.0	52.0	36.0	280.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.492 ^a	6	.000
Likelihood Ratio	53.047	6	.000
Linear-by-Linear Association	19.754	1	.000
N of Valid Cases	280		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 2.19.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.400	.000
N of Valid Cases	280	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Hypotheses:

H_0 : There is no significant relationship between the teachers' level of education and the teachers' teaching styles

H_1 : There is significant relationship between the teachers' level of education and the teachers' teaching style

Related to the above table the value of the person chi-square $\chi^2 = 53,492$ and p-value = 0,000 is smaller than $\alpha = 0,05$, It means that the H_0 is rejected and the H_1 is accepted. In other words there is significant relationship between the teachers' level of education and their teaching styles. Because its contingency coefficient is 0,400 dan contingency coefficient maximum is $\sqrt{\frac{3-1}{3}} = 0,816$, so the strengt of its indeks relationship (IKH) is $= \frac{0,400}{0,816} = 0,490$. The results is categorized as medium relationship.

d. The Relationship between the Teachers' Teaching Experience and their Teaching Styles

The result of the data analysys of the relationship between the teachers' teaching experience and the teaching styles can be seen in the following table

Tabel 23: The Influence of The Teacher Teaching Experience Toward Teaching Style

Crosstab							
			Model Mengajar				Total
			1	2	3	4	
Pengalaman Mengajar	1	Count	7	29	5	15	56
		Expected Count	8.6	29.8	10.4	7.2	56.0
	2	Count	0	54	21	16	91
		Expected Count	14.0	48.4	16.9	11.7	91.0
	3	Count	36	66	26	5	133
		Expected Count	20.4	70.8	24.7	17.1	133.0
Total	Count	43	149	52	36	280	
	Expected Count	43.0	149.0	52.0	36.0	280.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49.594 ^a	6	.000
Likelihood Ratio	63.100	6	.000
Linear-by-Linear Association	19.493	1	.000
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.20.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.388	.000
N of Valid Cases	280	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Hyphotheses:

H₀ : There is no significant relationship between the teachers' teaching experience and the teachers' teaching style

H₁ : There is significant relationship between the teachers' teaching experience and the teachers' teaching style

Related to the above table the value of the person chi-square $\chi^2 = 49,594$ and p-value = 0,000 is smaller than $\alpha = 0,05$, It means that the H₀ is rejected and the H₁ is accepted. In other words there is significant relationship between the teachers' teaching experience and their teaching styles. Because its contingency coefficient is 0,388 and its contingency coefficient maximum is $\sqrt{\frac{3-1}{3}} = 0,816$, so the strengt of its indeks relationship (IKH) is $\frac{0,388}{0,816} = 0,475$. The results is categorized as medium relationship.

6. The Teachers' Teaching Styles and the Students' Achievement in Learning English

a. All the variables, (teaching style, the training that the teachers have attended, the teachers' gender, their level of education, and their teaching experience) are actually integrated in the teachers themselves. Consequently, to know the teachers' level of influence towards the students achievement in learning should be analyzed all together and not separately.

The result of the data analyses of teaching style, the training that the teachers have attended, the teachers gender, their level of education, and their teaching experience all together towards the students readiness to learn English is analyzed using multiple linear regression with SPSS program and the result is shown in the following table.

Table 24: The Influence of The Teachers Teaching Style Towards The Students Achievement

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.345 ^a	.119	.069	12.5721

a. Predictors: (Constant), Z1X13, X14, X15, Z1X12, X31, X32, X11, Z3, X42, X21, X13, X41, Z2, X12, Z1

b. Dependent Variable: Skor Siswa

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5647.677	15	376.512	2.382	.003 ^a
	Residual	41727.555	264	158.059		
	Total	47375.232	279			

a. Predictors: (Constant), Z1X13, X14, X15, Z1X12, X31, X32, X11, Z3, X42, X21, X13, X41, Z2, X12, Z1

b. Dependent Variable: Skor Siswa

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.555	3.634		16.937	.000
	Z1	-5.461	4.840	-.151	-1.128	.260
	Z2	-2.000	2.729	-.077	-.733	.464
	Z3	-8.265	3.439	-.247	-2.403	.017
	X31	-2.278	3.473	-.042	-.656	.512
	X32	-3.137	2.823	-.078	-1.111	.268
	X21	-2.866	1.892	-.110	-1.515	.131
	X41	-1.540	2.639	-.047	-.583	.560
	X42	-1.057	1.980	-.041	-.534	.594
	X11	-1.201	2.813	-.037	-.427	.670
	X12	-10.551	3.414	-.327	-3.091	.002
	X13	-2.528	2.612	-.094	-.968	.334
	X14	-8.503	6.668	-.087	-1.275	.203
	X15	-8.331	4.448	-.130	-1.873	.062

a. Dependent Variable: Skor Siswa

The raw data about the correlation or the contribution of the variables (teaching style, the training that the teachers have attended, the teachers' gender, their level of education, and their teaching experience) towards the students achievement can be seen in above table,

The result of the regression model analyses is as the following:

$$\hat{Y} = 61,6 - 5,5Z_1 - 2,0Z_2 - 8,3Z_3 - 2,3X_{31} - 3,1X_{32} - 2,9X_{21} - 1,5X_{41} - 1,1X_{42} - 1,2X_{11} - 10,6X_{12} - 2,5X_{13} - 8,5X_{14} - 8,3X_{15}$$

Note:

Z1 = Formal Authority teaching style ,

Z2 = Demonstrator teaching style ,

Z3 = Facilitator teaching style ,

X11 = the teachers who have attended one training

X12 = the teachers who have attended two trainings

X13 = the teachers who have attended three trainings

X14 = the teachers who have attended four trainings

X15 = the teachers who have attended five trainings

X21 = the male teachers

X31 = the teachers who have diploma degree

X32 = the teachers who have S2 degree

X41= the teachers who have less than ten years of teaching experience

X42 = the teachers who have more than ten years of teaching experience

Based on the research hypotheses

$H_0 : \beta_i = 0, \forall i = 1, 2, 3, \dots, 13$

It means that that the teaching style, the training that the teachers have attended, the teachers gender, their level of education, and their teaching experience all together do not influence the students achievement in learning English .

$H_1 : \beta_i \neq 0, \exists i = 1, 2, 3, \dots, 13$

It means that that the teaching style, the training that the teachers have attended, the teachers gender, their level of education, and their

teaching experience all together influence the students achievement in learning English

Based on table 24 above it shown that $F = 2,382$ and the $p = 0,003$ is smaller than the significance level $\alpha = 0,05$. So the result of the analyses could reject the H_0 and accept the H_1

In other words there is significant relationship between the teachers' teaching styles and the student' achievement. So all the variables together influence the students' achievement in learning English at 11,9 % level of determination.

b. The influence of teaching style, the frequency of training the teachers have attended, the teachers' gender, their level of education, and their teaching experience towards the students' achievement n learning English by concerning other variables.

Individually, the influence of dependent variables namely the influence of teaching style, the frequency of training the teachers have attended, the teachers' gender, their level of education, and their teaching experience comparing with other variables can be seen in table 29.

1.The influence of teaching style towards the students achievement in learning English

Based on table 24 above it can be seen that the constant is significantly influence the students achievement because the p-value 0,000 is smaller than the significance level $\alpha = 0,05$.

It means that there is difference influence among the teaching styles toward the students' achievements in learning English. If the influence of the teaching style is further analyzed toward the students achievement by considering other variables namely the frequency of attending training, the teachers sex, their level of education, and their teaching experience as constant variable, there is different influence among the four teaching styles.

The influence of the formal authority teaching style do not have significantly different influence with delegator teaching style to improve the students achievement because it's p-value 0,260 is higher than $\alpha = 0,05$.

The influence of the demonstrator teaching style do not have significantly different influence with delegator teaching style to improve the students achievement because it's p-value 0,468 is higher than $\alpha = 0,05$.

The influence of the facilitator teaching style have significantly different influence with delegator teaching style to improve the students achievement because its p-value 0,017 is smaller than $\alpha = 0,05$.

Based on the coefficient regression for unstandard coefficient that is $-8,265$ seems that delegator teaching style is better to improve the students achievement compared with the facilitator teaching style

2. The influence of teachers' level of education towards the students achievement in learning English

The influence of teachers' level of education towards the students' achievement in learning English considering the constant variables namely the teachers teaching styles, the frequency of training they have attended, and their teaching experience,

There is influence among the level of education (diploma, S1, S2) towards the student's readiness. This is proved by the significance of the constant variables.

The teachers who have diploma degree do not have significant different influence towards the students' achievement in learning English comparing with the S2 degree teachers. Its p value is $0.512 > \alpha = 0,05$.

It also happens to the S1 degree teachers in which they do not have significant different influence towards the students' achievement in learning English compared with the S2 degree teachers. Its p value is $0.268 > \alpha = 0,05$

3. The influence of the teacher's sex towards the students' achievement in learning English

The analyses of the teachers sex towards the students achievement considering the other constant variables namely the teachers teaching styles, the frequency of training they have attended, their level of education, and their teaching experience, significantly influence the students achievement in learning English. This is proved by the significance of the constant variables.

The male teachers do not have significant different influence with the female teachers to improve the students achievement in learning English because its p value is $0.131 > \alpha = 0,05$

4. The influence of teachers' teaching experience towards the students achievement in learning English

The influence of teachers' teaching experience towards the students achievement in learning English by considering the other constant variables namely the teachers' teaching styles, the teachers' gender, their level of education, and the frequency of training they have attended, there is no significant different influence among the teachers who have 10 years teaching experience, the teachers who have less than 10 years experience, and the teacher who have more than ten years of teaching experience. This is proved by the significance of the constant variables.

The teacher whose experience less than ten years do not have significant different influence compared with the teachers who have ten years teaching experience in improving the students achievement in learning English because their p value is $0.560 > \alpha = 0,05$.

The teachers who have more than ten years of teaching experience do not have significant different influence from the teachers whose experience is ten years to improve the students achievement in learning English. Their p value is 0.594 higher than $\alpha = 0,05$.

5. The influence of the frequency of the teaching training the teacher have attended towards the students achievement in learning English

The influence of the frequency of attending training towards the students' achievement in learning English by considering other variables namely the teaching style, the teacher's gender, their level of education, and their teaching experience as constant variable, there is different influence among the frequency of training they have attended. This is shown by the significance of the constant variable.

The teachers who have not ever attended training do not have significant different influence toward the students' achievement in learning English from the teachers who have attended training for three times. This is proved by its p value $0.670 > \alpha = 0,05$

The teachers who have one teaching training have significant different influence towards the students achievement from the teachers who have attended training for three times. This is proved by its p value $0.002 > \alpha = 0,05$. Based on the coefficient regression for unstandard coefficient that is minus 10.551 seems that the teachers who have attended one teaching training is not better to increase the students achievement compared with the teachers who have three times training.

The teachers who have attended training for twice, four times and five times teaching training do not have significant different influence

towards the students' achievement in learning English from the teachers who have attended training for three times. This is proved by their p value 0.334 , 0.203, and 0,062 $> \alpha = 0,05$

B. DISCUSSION

In this section the finding of the study are further discussed to provide them with theoretical arguments on how such findings may possibly be described to students' achievement, and to the phenomena of teachers teaching style.

1.The Teaching Style

All the teaching styles significantly influence the students' achievement in learning English. Most of the teaching style preference is demonstrator style (55.77 %) If the result is related to the students' activities in the class, it means that most of the activities still related with the teachers. It is categorized as teacher centered learning process and not as the students centered activities yet. It means that most of the teachers' consistent identifiable sets of classroom behavior in teaching is demonstrator. Most of the students (53.2 %) still depend on the teachers' approach which emphasized to modeling or demonstration. In other words when the teacher demonstrates and acts as a guide, he encourages the students to observe the process. The teacher becomes a model, guides and directs his students by showing how to do things. The observation also shows that most of the teachers

still make themselves as central informations, every thing that is still strange to the students should be asked and referred to the teachers.

Some teachers occupied facilitator style (18.6 %) and delegator style (12.9 %). Both of the styles are learner-centered approach in which the teachers design activities that allow students to have practices in the language learning process. They emphasized the personal nature of teacher-students, students-students interaction. They guide them by asking questions, suggesting alternatives etc. These situations may be found in the schools which are categorized as the best school in certain regencies. The data shows that the students achievement using the delegator style is higher than the other three teaching styles.

2. The students scores

The students' means score was 57,90. It means that they are categorized as good

There were eight teachers who applied formal authority teaching style. And their students got 51.23 as their mean score. These teachers concerned with providing feedback, establishing learning goals, expectations, and rules for students. They also concerned with the correct, acceptable, and standard ways of doing things.

The students who were taught by using demonstrator teaching style got 52.97 as their mean score. There were 29 teachers who used the

demonstrator teaching style. This means that most of the teachers guides and direct their students by showing how to do things. They encourage their students to observe their teachers doing their teaching. The teachers become the model.

For facilitator teaching style, there were 9 teachers who used the teaching style. But their students' mean score is only 48.77 It means that they emphasize the personal teacher- student interaction. The teachers guide their students by asking questions, suggesting alternatives and encouraging them to develop criteria of being independent and responsible. The teachers work with the students on the jobs in a consultative fashion and provide much support and encouragement toward their students.

The highest students' mean score is 54.61. It is the highest score of the students who are taught among the four teaching styles There were only 6 teachers who used the delegator style. As long as it is categorized as a student centre activity. The teachers concerned with developing the students capacity to function autonomously. The students work independently. While the teachers, are available at the request as resource persons.

3. The teachers background related to their teaching style

All of the teachers' background namely the frequency of the teacher attended training, the teachers' sex, their level of education, and their teching experience sinificantly influence the teachers' teaching style.

This means that the ways the teachers teach their students are varied related to their backgrounds.

The teaching style, the training that the teachers have attended, the teachers' gender, their level of education, and their teaching experience all together influence the students' achievement in learning English. So it is not surprising that different schools have different quality of graduates. And the teaching style may denote the students' achievement. (Robert Morgan (2002) stated that teaching style will make instruction more effective)

4. The teachers teaching styles related to the students achievement

Most of the teaching style preference is demonstrator style (55.77 %) If the result is related to the students' activities in the class, it means that most of the activities still related with the teachers. It is categorized as teacher centered learning process. The observation also shows that most of the teachers act as a solo-informant. He is the only one who knows the material. The students should observe him/her and later in making sentences the students will make him/her as examples. The class room sitting arrangement also supports this situation in which all the time the students face their teacher and never have student-student communication.

The facilitator teaching style is not as good as delegator teaching style to influence the students' achievements. In terms of the students activity in the learning process, although both of them are categorized as students-active learning the delegator teaching style needs the students to be more active rather than the activities done by the students in facilitator teaching style (Anthony Grasya, 1996). Only 18.6 % of the teachers preferred to use facilitator teaching style, and only 12.9 % used delegator teaching style. For both of these styles, the teaching and learning process are not dominated by the teachers. Some classes in the regencies specially the ones categorized as good schools, do small group discussions, group tasks, and their communications are mainly in English.

Most of the teachers (82,69 %) are undergraduate (S1). And the teachers' level of education namely the diploma degree, undergraduate (S1), and graduate teachers (S2) significantly influence and do not have significant difference to influence the students' achievement in learning English.

The teachers' sex either male teachers or female teachers do not have significant different influence to the students' achievements in learning English.

There is different influence among the frequency of training they have attended. Most of them are trained for twice (36,54 %) but the teachers who have attended training for twice, four times and five times

teaching training do not have significant different influence towards the students' achievement in learning English from the teachers who have attended training for three times (17,30 %). It means that most of the teachers still need teaching training to increase their knowledge and influence toward their students' achievement in learning English. It is stated by Mc Connell (1972) in Basri (1999) that the success of any programs will be indirect proportion to the skill of the individual classroom teacher. So far most of the teachers' motivation to come to the training is because of power motivation namely to get a credit point for a promotion (18,56 %), to obey their supervisor or headmaster's order and instruction (19,07 %) (Wello, 1999)

On the other side the teachers who have not ever attended training do not have significant different from the teachers who have attended training for three times. In relation to the teachers experience the data shows that there are 64,14 % of the teachers who have more than ten years of teaching experience. Possibly, the teachers who have not attended training included to the experienced teachers. Although the teachers who have three times training only 17,30 % but they are better than the teachers who have attended one training. So three times training is recommended

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the study finding and discussion in the previous chapter, the study has come out with the following conclusions:

1. The most frequently teaching styles employed by the teachers is demonstrative style
2. The students' achievement in learning is still categorized as fair. This categorization is the result of their knowledge, and their teachers' teaching styles influence including the different backgrounds they have.
3. All the teaching styles significantly influence the students' achievement in learning English.

4. The variables of the teachers all together namely their genders, level of education, their teaching experiences, and the training they have attended influence significantly toward the students' achievement in learning English.
5. The teachers who have not ever attended training, have ever been trained twice, four times, and five times training do not show differences to influence students' achievement compared with the teachers who have been trained for three times. As long as the trainings are relatively the same between one and the others in which there is no such a follow up and evaluation after the training the frequency of the training relatively have only a little effect on the students achievement.
6. The male teachers and female teachers do not have significant difference to influence the students' achievement
7. The diploma degree, S1, and S2 degree of the teachers' level of education all together influence the students' achievement in learning. And although the influence is not significantly difference, the diploma degree still should improve their knowledge and continue studying in the S1 degree
8. There is no difference between the teacher who have 10 years teaching experience, the teachers whose experience is less and more than ten years to influence the students' achievement in learning English.

B. Suggestions:

Related to the findings and discussion in the previous chapter, this study comes out with the following suggestions:

1. It is suggested to the Educational Department to have such a systematic teaching training for the English teachers and have such follow up supervisions after the training. The trainings given to the teachers should be followed up by other activities in which the teachers feel the advantages of the training in order that the frequency of the trainings are able to show their different level.
2. The foreign language teacher is expected to be aware of the students' achievement in learning English in order that the students achievement may increased.
3. The most frequently teaching styles employed by the teachers is demonstrative style. These still need improvement to above level namely the facilitator and delegator style to show the learner-active learning process
4. Although the teachers who have diploma degree are already able to increase the students' achievement in learning English but they should get at least S1 level to improve their knowledge and teaching qualification.

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Appendix A: Teachers' Teaching Style

Teachers' Teaching Style

NO	TEACHING STYLE	FREQUENCY	PERCENTAGE
1	Formal Authority	8	15.39
2	Demonstrator	29	55.77
3	Facilitator	9	17.30
4	Delegator	6	11.54
	Total	52	100 %

Formal Authority

NO	School	Initial	Score	Level of education	TEACHING STYLE
1.	SMA 14	35	157	S1	Formal Authority
2	Makassar	05	158	S1	Formal authority
3		23	170	S1	Formal authority
4	SMA Neg 1	21	172	S1	Formal authority
5	Soppeng	52	166	D	Formal authority
6	SMA Marioriawa	09	192	S1	Formal authority
7	T.Siattingnge	29	192	S1	Formal authority
8	SMA Barru Mangkoso	27	185	S1	Formal authority

Demonstrator

NO	Schools	Initial	Score	Level of education	TEACHING STYLE
1.	SMA N 14	24	204	S1	Demonstrator
2	MAKASAR	44	179	S1	Demonstrator
3	Bulukumba	17	148	S1	Demonstrator
4		08	148	S1	Demonstrator
5		16	196	S1	Demonstrator
6	Maros	33	180	S1	Demonstrator
7		46	153	S 2	Demonstrator
8		20	156	S1	Demonstrator
9		03	146	S1	Demonstrator
10	SMA Sungguminasa	22	174	S2	Demonstrator
11		11	198	D 1	Demonstrator
12	Jeneponto Bangkala	13	161	S1	Demonstrator
13	Sinjai SMA Neg 2	31	168	S1	Demonstrator
14	Takalar	50	146	D 1	Demonstrator
15	SMA 3	26	175	S1	Demonstrator
16	Palopo	40	157	S1	Demonstrator
17	Mappedeceng	04	161	S1	Demonstrator
18		47	185	S1	Demonstrator
19	Sma 2	01	186	S1	Demonstrator
20		32	190	S1	Demonstrator
21		39	189	S1	Demonstrator
22		07	176	D	Demonstrator
23		38	175	S 2	Demonstrator
24	Luwu	49	166	S1	Demonstrator
25	Bajo	14	203	S1	Demonstrator
26		51	191	S1	Demonstrator
27	Sengkang	48	183	S1	Demonstrator
28		36	191	S1	Demonstrator
29		25	191	S1	Demonstrator

Facilitator

No	School	Initial	Score	Level of education	TEACHING STYLE
1	SMA 17 Makassar	06	166	S1	Facilitator
2		28	149	D	Facilitator
3	Jeneponto	12	164	S1	Facilitator
4	Tondong Sinjai	10	196	S1	Facilitator
5		45	165	S1	Facilitator
6	Palopo Masamba	34	165	S1	Facilitator
7		37	151	S1	Facilitator
8		02	184	S1	Facilitator
9		41	184	S1	Facilitator

Delegator

No	School	Initial	Score	Level of education	TEACHING STYLE
1		19	165	S1	Delegator
2		18	171	S1	Delegator
3	SMA 1 Bone	42	167	S1	Delegator
4		15	157	S1	Delegaor
5		30	175	S1	Delegator
6		43	185	S2	Delegator

Appendix B: Teachers Background

a. Teachers Gender

NO	GENDER	FREQUENCY	PERCENTAGE
1	Male	22	43.31
2	Female	30	57.69
	Total	52	100 %

Teachers level of education

NO	Level of Education	FREQUENCY	PERCENTAGE
1	Magister (S2)	4	7.69
2	Undergraduate (S1)	43	82.69
3	Diploma	5	9.62
	Total	52	100 %

Teachers teaching experience

NO	Teaching experiences (years)	FREQUENCY	PERCENTAGE
1	0– 10	11	21.16
2	10	17	32.69
3	> 10	24	46.15
	Total	52	100 %

Teachers experience in attending training

NO	Frequency of training	FREQUENCY	PERCENTAGE
1	5	2	3.84
2	4	1	1.92
3	3	9	17.31
4	2	19	36.54
5	1	10	19.23
6	0	11	21.16
	Total	52	100 %

Level of Education

Undergraduate (S1)

NO	SCHOOL	INITIAL	SCORE	Level of education	TEACHING STYLE
1.	MAKASAR	24	204	S1	Demonstrator
2	SMA 17	06	166	S1	Facilitator
3	SMA 14	35	157	S1	Formal Authority
4		44	179	S1	Demonstrator
5	Bulukumba	17	148	S1	Demonstrator
6		08	148	S1	Demonstrator
7		19	165	S1	Delegator
8		18	171	S1	Delegator
9		16	196	S1	Demonstrator
10	Maros	33	180	S1	Demonstrator
11		20	156	S1	Demonstrator
12		03	146	S1	Demonstrator
13	Jeneponto	12	164	S1	Facilitator
14	Bangkala	13	161	S1	Demonstrator
15	Sinjai SMA Neg	31	168	S1	Demonstrator
16		05	158	S1	Formal authority
17	Tondong	10	196	S1	Facilitator
18		23	170	S1	Formal authority
19	SMA 3	26	175	S1	Demonstrator
20	SMA 1	42	167	S1	Delegator
21		45	165	S1	Facilitator
22	Palopo	40	157	S1	Demonstrator
23	Mappedeceng	04	161	S1	Demonstrator
24	Masamba	34	165	S1	Facilitator
25		47	185	S1	Demonstrator
26	Sma 2	01	186	S1	Demonstrator
27		37	151	S1	Facilitator
28		32	190	S1	Demonstrator
29		39	189	S1	Demonstrator
30	Luwu	49	166	S1	Demonstrator
31	Bajo	14	203	S1	Demonstrator
32	Bone	15	157	S1	Delegaor
33		30	175	S1	Delegator
34	Soppeng	21	172	S1	Formal authority
35		02	184	S1	Facilitator
36	SMA Marioriawa	09	192	S1	Formal authority
37		41	184	S1	Facilitator
38	t. siattingnge	29	192	S1	Formal authority
39		51	191	S1	Demonstrator
40	Sengkang	48	183	S1	Demonstrator
41		36	191	S1	Demonstrator
42		25	191	S1	Demonstrator
43	Barru SMA	27	185	S1	Formal authority
	mangkoso				

Graduate (S2)

NO	SCHOOL	INITIAL	SCORE	Level of education	TEACHING STYLE
1		46	153	S 2	Demonstrator
2	Gowa s. minasa	22	174	S2	Demonstrator
3		38	175	S 2	Demonstrator
4		43	185	S2	Delegator

Diploma

NO	SCHOOL	INITIAL	SCORE	Level of education	TEACHING STYLE
1		28	149	D	Facilitator
2		07	176	D	Demonstrator
3		52	166	D	Formal authority
4	Takalar	50	146	D	Demonstrator
5		11	198	D	Demonstrator

Teachers' Experiences

NO	SCHOOL	INITIAL	SCORE	Teaching experience	TEACHING STYLE
1.	MAKASAR	24	204	ten years	Demonstrator
2	SMA 17	06	166	> 10 years	Facilitator
3	SMA 14	35	157	> 10 years	Formal Authority
4		44	179	> 10 years	Demonstrator
5	Bulukumba	17	148	> 10 years	Demonstrator
6		08	148	ten years	Demonstrator
7		19	165	> 10 years	Delegator
8		18	171	> 10 years	Delegator
9		16	196	> 10 years	Demonstrator
10		28	149	> 10 years	Facilitator
11	mAROS	33	180	ten years	Demonstrator
12		46	153	ten years	Demonstrator
13		20	156	< ten years	Demonstrator
14		03	146	> 10 years	Demonstrator
15	Gowa s. minasa	22	174	ten years	Demonstrator

NO	SCHOOL	INITIAL	SCORE	Teaching experience	TEACHING STYLE
1		11	198	ten years	Demonstrator
2	Jeneponto	12	164	> 10 years	Facilitator
3	Bangkala	13	161	> 10 years	Demonstrator
4	Sinjai SMANeg	31	168	> 10 years	Demonstrator
5		05	158	< ten years	Formal authority
6	Tondong	10	196	> 10 years	Facilitator
7		23	170	> 10 years	Formal authority
8	Takalar	50	146	> 10 years	Demonstrator
9	SMA 3	MS	175	ten years	Demonstrator
10					
11	SMA 1	42	167	< ten years	Delegator
12		45	165	ten years	Facilitator
13	Palopo	40	157	< ten years	Demonstrator
14	Mappede ce ng	04	161	< ten years	Demonstrator
15	Masamba	34	165	< ten years	Facilitator
16		47	185	ten years	Demonstrator
17	Sma 2	01	186	ten years	Demonstrator
18		37	151	ten years	Facilitator
19		32	190	ten years	Demonstrator
20		39	189	< ten years	Demonstrator
21		07	176	> 10 years	Demonstrator
22		38	175	> 10 years	Demonstrator
23	Luwu	49	166	< ten years	Demonstrator
24	Bajo	14	203	> 10 years	Demonstrator
25	Bone	15	157	ten years	Delegaor
26		30	175	< ten years	Delegator
27		43	185	ten years	Delegator
28	Soppeng	21	172	> 10 years	Formal authority
29		52	166	> 10 years	Formal authority
30		02	184	ten years	Facilitator
31	SMA Marioriawa	09	192	> 10 years	Formal authority
32		41	184	> 10 years	Facilitator
33	t. siattingnge	29	192	< ten years	Formal authority
34		51	191	ten years	Demonstrator
35	Sengkang	48	183	ten years	Demonstrator
36		36	191	> 10 years	Demonstrator
37		25	191	< ten years	Demonstrator
38	Baru SMA	27	185	> 10 years	Formal authority
	mangkoso				

Training they have attended

NO	SCHOOL	INITIAL	SCORE	TRAINING FREQUENCY	TEACHING STYLE
1.	MAKASAR	24	204	3	Demonstrator
2	SMA 17	06	166	0	Facilitator
3	SMA 14	35	157	2	Formal Authority
4		44	179	2	Demonstrator
5	Bulukumba	17	148	0	Demonstrator
6		08	148	1	Demonstrator
7		19	165	2	Delegator
8		MM	171	5	Delegator
9		16	196	3	Demonstrator
10		28	149	3	Facilitator
11	mAROS	33	180	2	Demonstrator
12		46	153	3	Demonstrator
13		20	156	2	Demonstrator
14		03	146	2	Demonstrator
15	Gowa	NS	174	1	Demonstrator
16		11	198	3	Demonstrator
17	Jeneponto	12	164	2	Facilitator
18	Bangkala	13	161	2	Demonstrator
19	Sinjai	31	168	1	Demonstrator
20		05	158	1	Formal authority
21	Tondong	10	196	0	Facilitator
22		HI	170	3	Formal authority
23	Takalar	50	146	0	Demonstrator
24	SMA 3	26	175	0	Demonstrator

Teachers Sex**Female**

No	School /regencies	INITIAL	Sex	Score
1.	MAKASAR	24	P	204
2	SMA 17	06	P	166
3	SMA 14	35	P	157
4		44	P	179
5	Bulukumba	08	P	148
6	Maros	33	P	180
7		46	P	153
8		20	P	156
9	Gowa s. minasa	22	P	174
10		11	P	198
11	Jeneponto	12	P	164
12	Sinjai SMANeg	05	P	158
13		10	P	196
14	Tondong	23	P	170
15	Takalar	50	P	146
16	SMA 1	42	P	167
17		45	P	165
18	Palopo	04	P	161
19	Mappedeceng	34	P	165
20	Masamba	37	P	151
21	SMA 2	39	P	189
22	Bone	43	P	185
23	Soppeng	21	P	172
24		52	P	166
25	SMA Marioriawa	R	P	192
26		41	P	184
27	t. siattingnge	29	P	192
28		51	P	191
29		36	P	191
30		25	P	191

Male

No	School / regencies	Initial	Sex	Score
1	Bulukumba	17	L	148
2		19	L	165
3		18	L	171
4		16	L	196
5		28	L	149
6	Maros	03	L	146
7	Bangkala	13	L	161
8	Sinjai SMANeg	31	L	168
9	Takalar SMA 3	26	L	175
10	Palopo	40	L	157
11		47	L	185
12	Sma 2	01	L	186
13		32	L	190
14		07	L	176
15		38	L	175
16	Luwu	49	L	166
17	Bajo	14	L	203
18	Bone	15	L	157
19		30	L	175
20		02	L	184
21	Sengkang	48	L	183
22	Barru SMA Mangkoso	27	L	185

Training

NO	School / regencies	initial	Score	TRAINING FREQUENCY	TEACHING STYLE
25	SMA 1	42	167	1	Delegator
26		45	165	0	Facilitator
27	Palopo	40	157	0	Demonstrator
28	Mappedeceng	04	161	1	Demonstrator
29	Masamba	34	165	0	Facilitator
30		47	185	2	Demonstrator
31	Sma 2	01	186	2	Demonstrator
32		37	151	0	Facilitator
33		32	190	5	Demonstrator
34		39	189	2	Demonstrator
35		07	176	2	Demonstrator
36		38	175	1	Demonstrator
37	Luwu	49	166	1	Demonstrator
38	Bajo	14	203	2	Demonstrator
39	Bone	15	157	2	Delegaor
40		30	175	2	Delegator
41		43	185	2	Delegator
42	Soppeng	21	172	0	Formal authority
43		52	166	3	Formal authority
44		02	184	3	Facilitator
45	SMA Marioriawa	38	192	2	Formal authority
46		41	184	2	Facilitator
47	t. siattingnge	29	192	1	Formal authority
48		51	191	0	Demonstrator
49	Sengkang	48	183	3	Demonstrator
50		36	191	2	Demonstrator
51		25	191	1	Demonstrator
52	Barru SMA mangkoso	27	185	4	Formal authority

Appendix C: Students' Score

NO	Score	Classification	FREQUENCY	PERCENTAGE
1	96 – 100	Excellent	-	
2	86 – 95	Very good	-	
3	76 – 85	Good	12	4.28
4	66 – 75	Fairly good	36	12.86
5	56 – 65	Fair	67	23.93
6	36 – 55	Poor	137	48.93
7	0 – 35	Very poor	28	10.00
		Total	280	100 %

Appendix D: Teaching Style Scoring

1] *Copy the ratings you assigned to each item in the spaces provided below.*

Course		Course		Course		Course	
#1	#2	#1	#2	#1	#2	#1	#2
1. ____	____	2. ____	____	3. ____	____	4. ____	____
5. ____	____	6. ____	____	7. ____	____	8. ____	____
9. ____	____	10. ____	____	11. ____	____	12. ____	____
13. ____	____	14. ____	____	15. ____	____	16. ____	____
17. ____	____	18. ____	____	19. ____	____	20. ____	____
21. ____	____	22. ____	____	23. ____	____	24. ____	____
25. ____	____	26. ____	____	27. ____	____	28. ____	____
29. ____	____	30. ____	____	31. ____	____	32. ____	____

2] *Sum the ratings for each column and place the total in the spaces below.*

_____	_____	_____	_____
-------	-------	-------	-------

3] *Divide each column above by 8 to obtain the average numerical rating you assigned to the items associated with each teaching style. Place your average rating to the nearest decimal point in the spaces below.*

_____	_____	_____	_____
Formal Authority	Personal Model	Facilitator	delegator

4] *The teaching styles that correspond to each pair of columns are shown above.*

5] *Range of low, moderate, and high scores for each teaching style based on the test norms.*

	Low Scores	Moderate	High Scores
Formal Authority	[1.0-4.0]	[4.1-5.4]	[5.5-7.0]
Personal Model	[1.0-4.3]	[4.4-5.7]	[5.8-7.0]
Facilitator	[1.0-3.7]	[3.8-5.3]	[5.4-7.0]
Delegator	[1.0-2.6]	[2.7-4.2]	[4.3-7.0]

APPENDIX E: Descriptive Analyses of Teachers Background and Teachers Teaching Style

Frequency Table

Banyak Pelatihan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	55	19.6	19.6	19.6
1	57	20.4	20.4	40.0
2	104	37.1	37.1	77.1
3	47	16.8	16.8	93.9
4	5	1.8	1.8	95.7
5	12	4.3	4.3	100.0
Total	280	100.0	100.0	

Jenis Kelamin

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Perempuan	148	52.9	52.9	52.9
Laki-Laki	132	47.1	47.1	100.0
Total	280	100.0	100.0	

Tingkat Pendidikan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	17	6.1	6.1	6.1
S1	230	82.1	82.1	88.2
S2	33	11.8	11.8	100.0
Total	280	100.0	100.0	

Pengalaman Mengajar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid kurang 10 th	56	20.0	20.0	20.0
10 th	91	32.5	32.5	52.5
lebih 10 th	133	47.5	47.5	100.0
Total	280	100.0	100.0	

Model Mengajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal Authority	43	15.4	15.4	15.4
	Demonstrator	149	53.2	53.2	68.6
	Facilitator	52	18.6	18.6	87.1
	Delegator	36	12.9	12.9	100.0
	Total	280	100.0	100.0	

Frequencies

Statistics

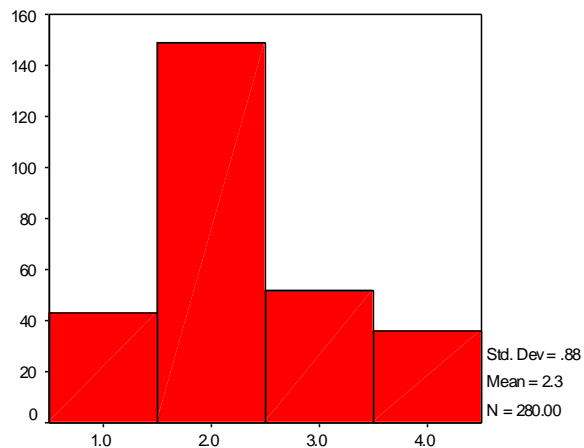
Model Mengajar

N	Valid	280
	Missing	0
Median		2.00
Mode		2

Model Mengajar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Formal Authority	43	15.4	15.4	15.4
	Demonstrator	149	53.2	53.2	68.6
	Facilitator	52	18.6	18.6	87.1
	Delegator	36	12.9	12.9	100.0
	Total	280	100.0	100.0	

Model Mengajar



Model Mengajar

Appendix F: Teaching Style related to Students Achievement

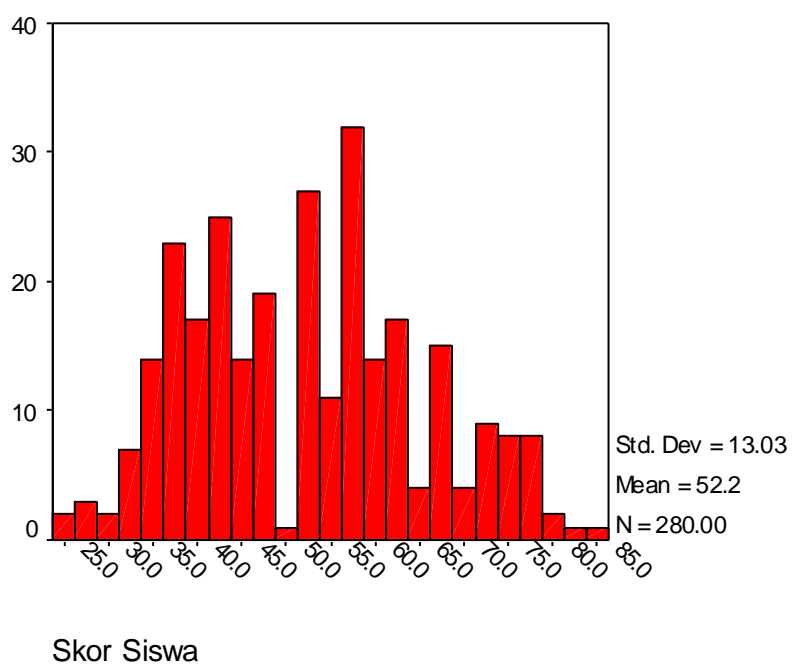
Frequencies

Statistics		
Skor Siswa		
N	Valid	280
	Missing	0
Mean		52.1964
Std. Error of Mean		.7787
Median		53.3300
Mode		56.67
Std. Deviation		13.0309
Variance		169.8037
Skewness		.256
Std. Error of Skewness		.146
Kurtosis		-.705
Std. Error of Kurtosis		.290
Range		60.00
Minimum		25.00
Maximum		85.00
Sum		14615.00
Percentiles	25	41.6700
	50	53.3300
	75	60.0000

Skor Siswa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	2	.7	.7	.7
	26.67	1	.4	.4	1.1
	28.33	2	.7	.7	1.8
	30.00	2	.7	.7	2.5
	31.67	1	.4	.4	2.9
	33.33	6	2.1	2.1	5.0
	35.00	14	5.0	5.0	10.0
	36.67	12	4.3	4.3	14.3
	38.33	11	3.9	3.9	18.2
	40.00	17	6.1	6.1	24.3
	41.67	12	4.3	4.3	28.6
	43.33	13	4.6	4.6	33.2
	45.00	14	5.0	5.0	38.2
	46.67	7	2.5	2.5	40.7
	48.33	12	4.3	4.3	45.0
	50.00	1	.4	.4	45.4
	51.67	9	3.2	3.2	48.6
	53.33	18	6.4	6.4	55.0
	55.00	11	3.9	3.9	58.9
	56.67	22	7.9	7.9	66.8
	58.33	10	3.6	3.6	70.4
	60.00	14	5.0	5.0	75.4
	61.67	11	3.9	3.9	79.3
	63.33	6	2.1	2.1	81.4
	65.00	4	1.4	1.4	82.9
	66.67	8	2.9	2.9	85.7
	68.33	7	2.5	2.5	88.2
	70.00	4	1.4	1.4	89.6
	71.67	5	1.8	1.8	91.4
	73.33	4	1.4	1.4	92.9
	75.00	8	2.9	2.9	95.7
	76.67	5	1.8	1.8	97.5
	78.33	3	1.1	1.1	98.6
	80.00	2	.7	.7	99.3
	83.33	1	.4	.4	99.6
	85.00	1	.4	.4	100.0
Total		280	100.0	100.0	

Histogram



Appendix G: Teachers' Background Related to their Teaching Style

Banyak Pelatihan * Model Mengajar

Crosstab

			Model Mengajar				Total
			1	2	3	4	
Banyak Pelatihan	0	Count	5	30	20	0	55
		Expected Count	8.4	29.3	10.2	7.1	55.0
	1	Count	13	34	0	10	57
		Expected Count	8.8	30.3	10.6	7.3	57.0
	2	Count	5	62	17	20	104
		Expected Count	16.0	55.3	19.3	13.4	104.0
	3	Count	15	11	15	6	47
		Expected Count	7.2	25.0	8.7	6.0	47.0
	4	Count	5	0	0	0	5
		Expected Count	.8	2.7	.9	.6	5.0
	5	Count	0	12	0	0	12
		Expected Count	1.8	6.4	2.2	1.5	12.0
	Total	Count	43	149	52	36	280
		Expected Count	43.0	149.0	52.0	36.0	280.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102.689 ^a	15	.000
Likelihood Ratio	115.522	15	.000
Linear-by-Linear Association	.553	1	.457
N of Valid Cases	280		

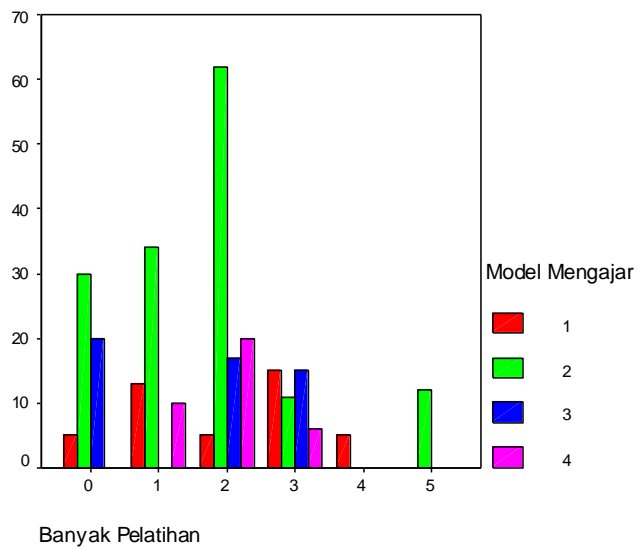
a. 7 cells (29.2%) have expected count less than 5. The minimum expected count is .64.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.518	.000
N of Valid Cases	280	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.



Jenis Kelamin * Model Mengajar

Crosstab

			Model Mengajar				Total
			1	2	3	4	
Jenis Kelamin	1	Count	38	53	36	21	148
		Expected Count	22.7	78.8	27.5	19.0	148.0
	2	Count	5	96	16	15	132
		Expected Count	20.3	70.2	24.5	17.0	132.0
Total	Count	43	149	52	36	280	
	Expected Count	43.0	149.0	52.0	36.0	280.0	

Chi-Square Tests

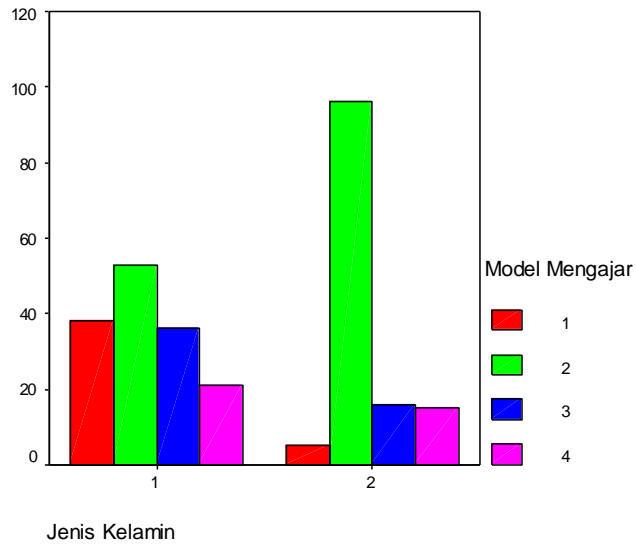
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.662 ^a	3	.000
Likelihood Ratio	49.270	3	.000
Linear-by-Linear Association	.147	1	.701
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.97.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.374	.000
N of Valid Cases	280	

- Not assuming the null hypothesis.
- Using the asymptotic standard error assuming the null hypothesis.



Tingkat Pendidikan * Model Mengajar

Crosstab

			Model Mengajar				Total
			1	2	3	4	
Tingkat Pendidikan	1	Count	5	7	5	0	17
		Expected Count	2.6	9.0	3.2	2.2	17.0
	2	Count	38	125	47	20	230
		Expected Count	35.3	122.4	42.7	29.6	230.0
	3	Count	0	17	0	16	33
		Expected Count	5.1	17.6	6.1	4.2	33.0
Total	Count	43	149	52	36	280	
	Expected Count	43.0	149.0	52.0	36.0	280.0	

Chi-Square Tests

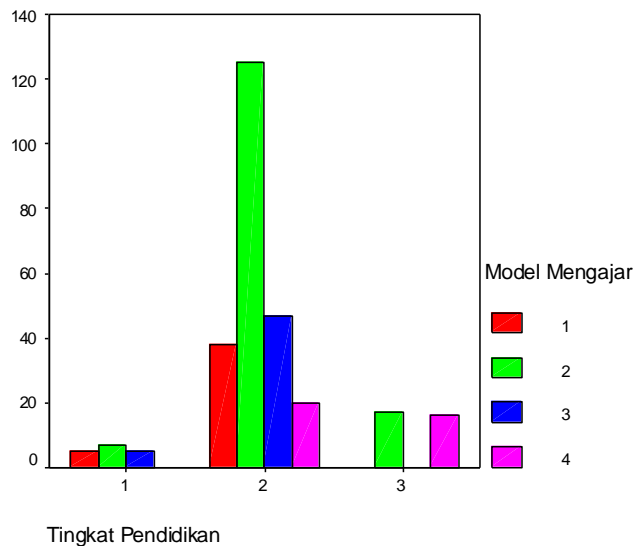
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.492 ^a	6	.000
Likelihood Ratio	53.047	6	.000
Linear-by-Linear Association	19.754	1	.000
N of Valid Cases	280		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 2.19.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	.400	.000
N of Valid Cases	280	

- a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.



Pengalaman Mengajar * Model Mengajar

Crosstab

			Model Mengajar				Total
			1	2	3	4	
Pengalaman Mengajar	1	Count	7	29	5	15	56
		Expected Count	8.6	29.8	10.4	7.2	56.0
	2	Count	0	54	21	16	91
		Expected Count	14.0	48.4	16.9	11.7	91.0
	3	Count	36	66	26	5	133
		Expected Count	20.4	70.8	24.7	17.1	133.0
Total	Count	43	149	52	36	280	
	Expected Count	43.0	149.0	52.0	36.0	280.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49.594 ^a	6	.000
Likelihood Ratio	63.100	6	.000
Linear-by-Linear Association	19.493	1	.000
N of Valid Cases	280		

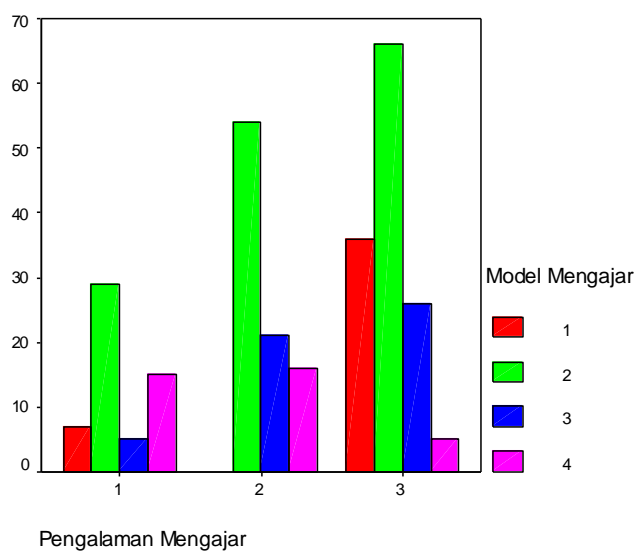
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.20.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.388	.000
N of Valid Cases		280	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.



Analisis Pengaruh

Regression

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.345 ^a	.119	.069	12.5721

a. Predictors: (Constant), Z1X13, X14, X15, Z1X12, X31, X32, X11, Z3, X42, X21, X13, X41, Z2, X12, Z1

b. Dependent Variable: Skor Siswa

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5647.677	15	376.512	2.382	.003 ^a
	Residual	41727.555	264	158.059		
	Total	47375.232	279			

a. Predictors: (Constant), Z1X13, X14, X15, Z1X12, X31, X32, X11, Z3, X42, X21, X13, X41, Z2, X12, Z1

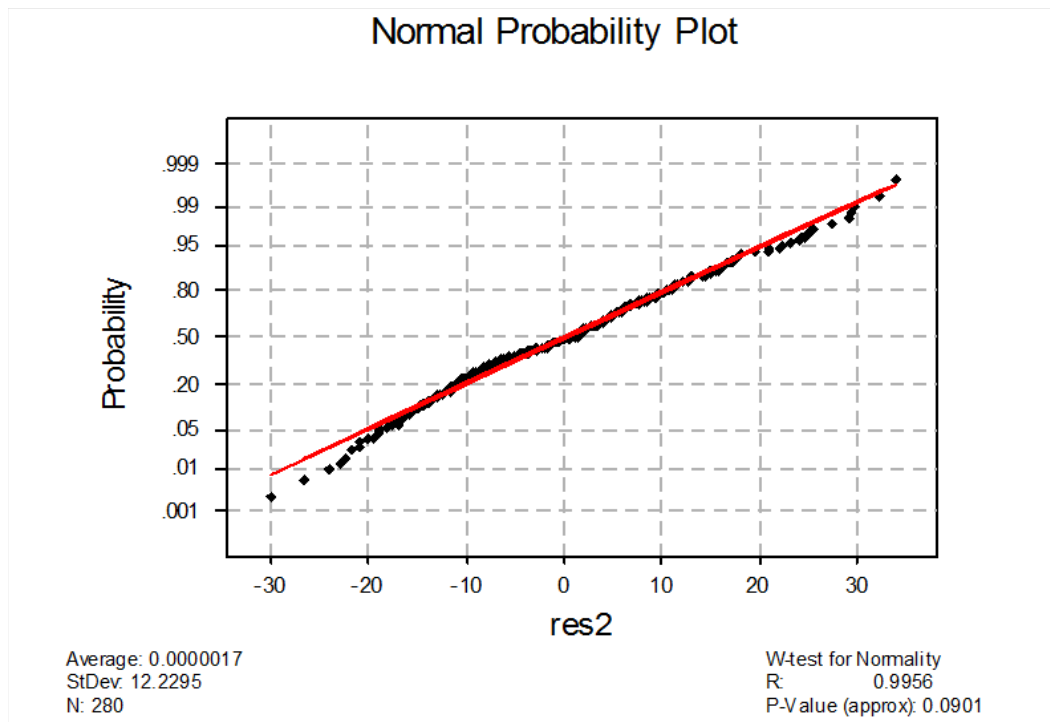
b. Dependent Variable: Skor Siswa

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.555	3.634		16.937	.000
	Z1	-5.461	4.840	-.151	-1.128	.260
	Z2	-2.000	2.729	-.077	-.733	.464
	Z3	-8.265	3.439	-.247	-2.403	.017
	X31	-2.278	3.473	-.042	-.656	.512
	X32	-3.137	2.823	-.078	-1.111	.268
	X21	-2.866	1.892	-.110	-1.515	.131
	X41	-1.540	2.639	-.047	-.583	.560
	X42	-1.057	1.980	-.041	-.534	.594
	X11	-1.201	2.813	-.037	-.427	.670
	X12	-10.551	3.414	-.327	-3.091	.002
	X13	-2.528	2.612	-.094	-.968	.334
	X14	-8.503	6.668	-.087	-1.275	.203
	X15	-8.331	4.448	-.130	-1.873	.062

a. Dependent Variable: Skor Siswa

NORMALITY TEST FOR RESIDUALS



Appendix H: Teaching Style Questionnaire (Indonesia and English)

Jawablah setiap item di bawah ini **sesuai dengan penerapannya pada setiap kelas yang anda ajar**. Cobalah menjawab sejujur dan seobyektif mungkin.

Hindari keinginan untuk menjawab berdasarkan apa yang anda percayai bagaimana anda "seharusnya atau sebaiknya berpikir atau bersikap" atau yang anda percayai sebagai "yang diharapkan atau seyogyanya dilakukan" Gunakan skala berikut ini bila menjawab setiap item tersebut.

1	2	3	4	5	6	7
!	!	!	!	!	!	!
Sangat Tidak setuju		Agak Tidak Setuju	Tidak Setuju atau Setuju	Agak Setuju		Sangat Setuju
<hr/>						
Kelas 1 / Kelas 2						

1. Saya menetapkan standar tinggi bagi para siswa saya di pelajaran ini. _____
2. Apa yang saya katakan dan lakukan merupakan contoh bagi para siswa untuk berpikir tentang issue-issue yang ada dalam materi pelajaran. _____
3. Tujuan dan metode pengajaran saya ditujukan kepada berbagai gaya belajar siswa. _____
4. Siswa-siswa biasanya mengerjakan proyek-proyek/tugas-tugas pelajaran sendiri dengan sedikit supervisi dari saya. _____
5. Saya beri feedback negatif kepada siswa bila performance mereka tidak memuaskan. _____
6. Para siswa diberikan semangat untuk berusaha membuat contoh tandingan bagi contoh yang saya berikan. _____
7. Saya menghabiskan waktu berkonsultasi dengan siswa untuk meningkatkan cara kerja individual maupun berkelompok _____
8. Kegiatan-kegiatan di pelajaran ini memacu siswa untuk mengembangkan pendapatnya sendiri tentang isi materi pelajaran. _____
9. Para siswa akan menggambarkan standar-standar dan harapan-harapan saya lumayan kaku dan keras. _____
10. Saya biasanya menunjukkan kepada para siswa bagaimana dan apa yang harus dilakukan agar menguasai isi pelajaran. _____

11. Kelompok diskusi kecil dibentuk untuk membantu

siswa mengembangkan kemampuannya untuk berpikir kritis.

12. Para siswa mendesain sendiri satu atau lebih pengalaman belajar yang sifatnya self-oriented. _____
13. Adalah tanggung jawab saya untuk mendefinisikan apa yang para siswa harus pelajari dan bagaimana mereka harus mempelajarinya. _____
14. Contoh-contoh dari pengalaman pribadi saya sering digunakan untuk untuk mengilustrasi poin-poin materi. _____
15. Saya memandu siswa mengerjakan proyek-proyek pelajaran dengan cara memberikan pertanyaan-pertanyaan, mengeksplorasi pilihan-pilihan, dan mengusulkan cara-cara alternative untuk mengerjakan sesuatu. _____
16. Mengembangkan kemampuan siswa untuk berpikir dan bekerja secara mandiri adalah tujuan yang penting. _____
- 17 Saya memberikan petunjuk yang jelas tentang bagaimana saya ingin tugas-tugas dalam pelajaran ini diselesaikan. _____
- 18.Saya sering menunjukkan kepada siswa bagaimana mereka bisa menggunakan berbagai konsep dan kaidah. _____
- 19.Kegiatan-kegiatan pelajaran menggiatkan siswa untuk mengambil inisiatif dan tanggungjawab untuk pembelajarannya. _____
20. Para siswa bertanggungjawab untuk mengajar sebagian sesi dalam pelajaran. _____
- 21.Pelajaran ini mempunyai tujuan yang sangat spesifik yang ingin saya capai. _____
22. Para siswa sering menerima komentar verbal atau tertulis terhadap penampilan mereka dalam pelajaran ini. _____
23. Saya mengumpulkan pendapat siswa tentang bagaimana dan apa yang harus diajarkan _____
24. Para siswa menentukan langkahnya sendiri untuk menyelesaikan proyek-proyek independent atau kelompok. _____
25. Harapan-harapan saya tentang apa yang saya ingin para siswa lakukan di kelas ini dinyatakan jelas dalam silabus. _____
26. Akhirnya, banyak siswa mulai berpikir seperti saya tentang isi pelajaran ini. _____
- 27.Para siswa dapat membuat pilihan diantara aktifitas-aktifitas yang ada untuk melengkapi persyaratan dalam pelajaran ini. _____
28. Pendekatan saya terhadap pengajaran mirip seperti seorang manager suatu kelompok kerja yang mendelegasikan tugas-tugas dan tanggung jawab kepada bawahannya. _____

29. Standar-standar dan harapan-harapan saya membantu siswa untuk mengembangkan kedisiplinan yang harus mereka pelajari. _____
30. Para siswa mungkin menggambarkan saya sebagai “pelatih” yang bekerja dekat dengan mereka untuk membetulkan masalah-masalah tentang bagaimana mereka berpikir dan bertindak laku. _____
31. Saya memberi siswa banyak dukungan pribadi dan memberi semangat untuk melakukan yang terbaik dalam pelajaran ini. _____
32. Saya menganggap diri saya berperan sebagai nara sumber yang selalu siap untuk membantu para siswa saya bila mereka butuh bantuan. _____

Teaching Styles Inventory

Respond to each of the items below in terms of how they apply to each of the two courses you listed on the first page of this questionnaire. Try to answer as honestly and as objectively as you can. Resist the temptation to respond as you believe you "should or ought to think or behave" or in terms of what you believe is the "expected or proper thing to do." Use the following rating scale when responding to each item:

1	2	3	4	5	6	7	
!	!	!	!	!	!	!	
Strongly Disagree		Somewhat Disagree		Neither Disagree or Agree		Somewhat Agree	
						Strongly Agree	

Classes
Course 1/ Course 2

1. I set high standards for students in this class. _____
2. What I say and do models appropriate ways for students to think
about issues in the content. _____
3. My teaching goals and methods address a variety of student
learning styles. _____
4. Students typically work on course projects alone with little
supervision from me. _____
5. I give students negative feedback when their performance is
unsatisfactory. _____
6. Students are encourage to emulate the example I provide. _____
7. I spend time consulting with students on how to improve their
work on individual and /or group projects. _____
8. Activities in this class encourage students to develop their own
ideas about content issues. _____
9. Students would describe my standards and expectations as
somewhat strict and rigid. _____
10. I typically show students how and what to do in order to master
course contents. _____
11. Small group discussions are employed to help students develop
their ability to think critically. _____
12. Students design one or more self-directed learning experiences. _____

13. It is my responsibility to define what students must learn and how they should learn it. _____
14. Examples from my personal experiences often are used to illustrate points about the materials. _____
15. I guide students work on course projects by asking questions, exploring options, and suggesting alternative ways to do things. _____
16. Developing the ability of students to think and work independently is an important goal. _____
17. I provide very clear guidelines for how I want tasks completed in this course. _____
18. I often show students how they can use various principles and concepts. _____
19. Course activities encourage students to take initiative and responsibility for their learning. _____
20. Students take responsibility for teaching part of the class sessions. _____
21. This course has very specific goals and objectives that I want to accomplish. _____
22. Students receive frequent verbal and /or written comments on their performance. _____
23. I solicit student advice about how and what to teach in this course. _____
24. Students set their own pace for completing independent and/or group projects. _____
25. My expectations for what I want students to do in this class are clearly stated in the syllabus. _____
26. Eventually, many students begin to think like me about course contents. _____
27. Students can make choices among activities in order to complete course requirements. _____
28. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates. _____
29. My standards and expectations help students develop the discipline they need to learn. _____
30. Students might describe me as a “coach” who works closely with someone to correct problems in how they think and behave. _____
31. I give students a lot of personal support and encouragement to do well in this course. _____
32. I assume the role of a resource person who is available to students whenever they need help. _____

APPENDIX I: The Students' Score

Students' Score				
No	Initial	School	Correct Answer	Score
1	QH	Mks 17	37	61.67
2	DGR		37	61.67
3	DRD		36	60.00
4	SHR		34	56.67
5	MJD		17	28.33
6	ANS		47	78.33
7	MYP		35	58.33
8	RHM		32	53.33
9	ELA		26	43.33
10	HAF		26	43.33
11	NN		26	43.33
12	MRW		28	46.67
13	JS		27	45.00
14	AZR		25	41.67
15	NN		24	40.00
16	MIS		25	41.67
17	ASM		21	35.00
18	IRM		34	56.67
19	TI		33	55.00
20	RTM		27	45.00
21	MFK	Blk	50	83.33
22	BN		36	60.00
23	IMA		35	58.33
24	HEN		47	78.33
25	FAH		46	76.67
26	AFT		32	53.33
27	YI		34	56.67
28	ATR		32	53.33
29	FAU		25	41.67
30	KH		24	40.00

No	initial	School	Correct Answer	Score
1	MER	maros	48	80.00
2	AND		35	58.33
3	CE		45	75.00
4	ARE		40	66.67
5	FJP		41	68.33
6	FTS		28	46.67
7	AKD		36	60.00
8	MTH		39	65.00
9	RAS		40	66.67
10	AZU		23	38.33
11	BG		44	73.33
12	KR		45	75.00
13	ADR		43	71.67
14	WU		44	73.33
15	LH		51	85.00
16	AS D		41	68.33
17	MAP		44	73.33
18	LL		40	66.67
19	MRT		32	53.33
20	RMW		34	56.67
21	ESA	Gowa	22	36.67
22	BW		38	63.33
23	FMS		39	65.00
24	NNG		27	45.00
25	NUM		45	75.00
26	OM		46	76.67
27	MIH		29	48.33
28	IKR		40	66.67
29	TM		40	66.67
30	AHD		29	48.33
31	DIE	Bone	46	76.67
32	AMA		34	56.67
33	MSJ		40	66.67
34	HSL		36	60.00
35	RHM		37	61.67
36	MMS		41	68.33
37	MSR		37	61.67
38	HAR		37	61.67
39	NUF		43	71.67
40	FYN		29	48.33

No	Initial	School/regency	Correct Answer	Score
1	AML	Sinjai	34	56.67
2	MSF		28	46.67
3	ARH		30	50.00
4	ANH		44	73.33
5	MFS		27	45.00
6	AHY		23	38.33
7	WK		29	48.33
8	SYR		28	46.67
9	ZI		38	63.33
10	MHA		38	63.33
11	NSD	Jnpnt	20	33.33
12	RIN		22	36.67
13	NHS		16	26.67
14	MMT		23	38.33
15	NRS		24	40.00
16	ILY		22	36.67
17	MAS		23	38.33
18	IID		26	43.33
19	HNT		24	40.00
20	KS		21	35.00
21	HSD	Sppeng	36	60.00
22	EDH		33	55.00
23	AYR		34	56.67
24	A.S W		32	53.33
25	IMU		34	56.67
26	KI		32	53.33
27	NO		34	56.67
28	NHY		33	55.00
29	SPR		31	51.67
30	ANH		34	56.67
31	RRW	Tklr	39	65.00
32	NAB		32	53.33
33	DES		32	53.33
34	MIR		42	70.00
35	RAI		36	60.00
36	SMY		43	71.67
37	AIAI		41	68.33
38	AMS		42	70.00
39	BB		41	68.33
40	NID		39	65.00

No	Initial	School/regency	Correct Answer	Score
1	QH	Mks 17	37	61.67
2	DGR		37	61.67
3	DRD		36	60.00
4	SHR		34	56.67
5	MJD		17	28.33
6	ANS		47	78.33
7	MYP		35	58.33
8	RHM		32	53.33
9	ELA		26	43.33
10	HAF		26	43.33
11	AGD		26	43.33
12	MRW		28	46.67
13	JS		27	45.00
14	ASR		25	41.67
15	NN		24	40.00
16	MIS		25	41.67
17	ASM		21	35.00
18	IMW		34	56.67
19	TE		33	55.00
20	RTW		27	45.00
21	MFK	Blk	50	83.33
22	BN		36	60.00
23	IMA		35	58.33
24	HEN		47	78.33
25	FAH		46	76.67
26	AFT		32	53.33
27	YI		34	56.67
28	ATR		32	53.33
29	FAU		25	41.67
30	KH		24	40.00
31	DDS		32	53.33
32	HAW		33	55.00
33	ASR		33	55.00
34	AAL		36	60.00
35	SPD		34	56.67
36	TN		31	51.67
37	DWR		37	61.67
38	SSC		32	53.33
39	ANU		36	60.00
40	MEL		35	58.33

No	Initial	School/regency	Correct Answer	Score
1	ASF	Tklr	24	40.00
2	SIW		23	38.33
3	RID		21	35.00
4	FJS		24	40.00
5	UD		23	38.33
6	MTM		32	53.33
7	MUT		24	40.00
8	AWD		27	45.00
9	MST		29	48.33
10	BI	PALOPO	21	35.00
11	ANR		31	51.67
12	NLI		21	35.00
13	FIW		29	48.33
14	HMH		25	41.67
15	RSL		29	48.33
16	SUR		22	36.67
17	YA		23	38.33
18	RIS		20	33.33
19	APC		20	33.33
20	RIA		42	70.00
21	KN		19	31.67
22	SUA	PALOPO	21	35.00
23	LI		22	36.67
24	ADH		24	40.00
25	AHT		21	35.00
26	IAF		26	43.33
27	JI		29	48.33
28	HSM		21	35.00
29	HMD		18	30.00
30	IMW		24	40.00
31	NJS	Soppeng	23	38.33
32	MSY		22	36.67
33	NRW		34	56.67
34	RHD		31	51.67
35	ASS		20	33.33
36	UH		27	45.00
37	ABM		20	33.33
38	ARB		27	45.00
39	ANP		40	66.67
40	UK		25	41.67

No	initial	School/regency	Correct Answer	Score
1	DEK	Bone	33	55.00
2	ASN		34	56.67
3	SMT		34	56.67
4	RAG		34	56.67
5	HSK		34	56.67
6	SAN		33	55.00
7	SRH		34	56.67
8	HMN		34	56.67
9	AGT	Pangkep	31	51.67
10	SYD		35	58.33
11	RSN		21	35.00
12	DWS		34	56.67
13	ERL		29	48.33
14	RAZ		22	36.67
15	TS		25	41.67
16	RFL		17	28.33
17	SRM	Sinjai	32	53.33
18	FAS		22	36.67
19	FRA		27	45.00
20	ROS		22	36.67
21	NRM		22	36.67
22	ARY		32	53.33
23	NAR		33	55.00
24	NOR		29	48.33
25	FYU	PALOPO	33	55.00
26	HEJ		36	60.00
27	HES		26	43.33
28	MRD		31	51.67
29	NFH		25	41.67
30	SRS		26	43.33
31	IHP		36	60.00
32	MHS		45	75.00
33	AGM		38	63.33
34	ARP		41	68.33
35	NOL		43	71.67
36	MUH		46	76.67
37	WA		36	60.00
38	YL		35	58.33
39	KU		38	63.33
40	AGS		34	56.67

No	Initial	School/regency	Correct Answer	Score
1	ARS	Palopo	22	36.67
2	EKP		24	40.00
3	MKI		22	36.67
4	PE		27	45.00
5	SRK		26	43.33
6	AHM		35	58.33
7	SAH		24	40.00
8	RIF		32	53.33
9	ROH		24	40.00
10	TI		25	41.67
11	SUN	Belopa	24	40.00
12	ISW		21	35.00
13	AWN		27	45.00
14	MUS		45	75.00
15	UJ		21	35.00
16	SAA		24	40.00
17	HRN		21	35.00
18	SUL		48	80.00
19	SES		23	38.33
20	MHF		29	48.33
21	NAD	Belopa	28	46.67
22	SPN		29	48.33
23	MSA		20	33.33
24	YN		21	35.00
25	KL		28	46.67
26	KA		15	25.00
27	HMW		24	40.00
28	RTB		15	25.00
29	MLM		18	30.00
30	SEL		25	41.67
31	HAM		47	78.33
32	MSN		46	76.67
33	ASH		37	61.67
34	REA		45	75.00
35	RIP		42	70.00
36	HRT		23	38.33
37	NUS		28	46.67
38	ATL		27	45.00
39	IDR		27	45.00
40	AYT		25	41.67

No	Initial	School/regency	Correct Answer	Score
1	SYA		32	53.33
2	FIN		25	41.67
3	DRW		25	41.67
4	MR		32	53.33
5	RST		26	43.33
6	ZI		26	43.33
7	SEP		24	40.00
8	MFB		37	61.67
9	RDW		36	60.00
10	IMJ		35	58.33
11	ATA	Sngkng	37	61.67
12	NHE		40	66.67
13	APW		41	68.33
14	DWH		33	55.00
15	HRM		32	53.33
16	HER		27	45.00
17	HST		26	43.33
18	IRS		21	35.00
19	GU		31	51.67
20	DWF		23	38.33
21	AAM	Sngkng	38	63.33
22	AST		37	61.67
23	MAR		26	43.33
24	AIW		45	75.00
25	EMA		45	75.00
26	SAB		24	40.00
27	ARW		36	60.00
28	UN		34	56.67
29	ASE		31	51.67
30	FIN		31	51.67
31	HTO		34	56.67
32	FIM		32	53.33
33	IWN		33	55.00
34	MDJ		35	58.33
35	SAL		43	71.67
36	RSM		26	43.33
37	JU		27	45.00
38	SUM		35	58.33
39	RTS		37	61.67
40	FIR		36	60.00
			CONTINUED	

Total Score				16211.67
Mean Score				57.90

Appendic J: Observation check list

School :
Regencies :

Items	Yes	No	Exp
I. Class management:			
1. usual			
2. Sitting arrangement			
3. Group tasks			
4. Individual tasks			
5. take home task			
II. Teachers Evaluation			
1. oral evaluation			
2. written evaluation			
3. no formative evaluation			
III. Classroom activities :			
1. teachers explained the lesson all the time			
2. giving examples			
3. examples are from the students			
4. oral discussion			
5. drill			
6. book oriented			
IV. Communication preference			
1. teacher and students are in English			
2. teacher in English but students in Indonesia			
3. teachers and students are in Indonesia			
4. mix communication			
V. Others			

APPENDIX K: The Respondents Initial

No.	Nama Guru	Inisial Guru
1	A. Armin	AM
2	Abd. Azis	AZ
3	Abd. Halim, S.Pd	AH
4	Adwiyati, M	AW
5	Arliningsih, S.Pd	AR
6	Bungaros Hamsah	BG
7	Deni Jusmawan	DJ
8	Dra. Hj. Hartini	HH
9	Dra. Hj. Rosnaeni	RO
10	Dra. St. Hufrah	SH
11	Dra. St. Rukmini	RU
12	Dra. Susilawati	SU
13	Drs. Abd. Karim	AK
14	Drs. Arafah	AF
15	Drs. Ardyi Syah, S.Pd	AS
16	Drs. Basman	BA
17	Drs. Muh. Said	MSD
18	Drs. Muh. Umar	MUM
19	Drs. Syahiruddin	SYH
20	Fatmawati, S.Pd	FM
21	Harimi, S.Pd	HR
22	Hasmiati, M.Pd	HS
23	Hj. Niswah	NI
24	Kartini, S.Pd	KT
25	Kasmawati	KA
26	M. Jufrianto, S.Pd	MJ
27	M. Yacob, S.Pd	MYC
28	M. Yunus, S.Pd	MYN
29	Masnidar	MA
30	Mukrim, S.Pd	MKR
31	Mustamir, S.Pd	MST
32	Nur Alam	NA
33	Nur Wahidah	NWH
34	Nurhaeni, S.Pd	NH
35	Nurlaila	NL
36	Nurwati	NU
37	Nurwirawati	NWR
38	Ridwan	RW
39	Rina, S.Pd	RI
40	Robin Amrullah	RA
41	Sarlinah	SA
42	Seniwati, S.Pd	SE
43	St. Rahmatia, M.Pd	SRA
44	St. Rubayah	SRY
45	St. Salawati, S.Pd	SS
46	St. Rahmatiah, S.Pd, M.Pd	SRH
47	Suparto	SP
48	Syamsuddin, S.Pd	SYM
49	Syarifuddin, S.Pd	SYF
50	T. Nursalati	TN
51	Yuliana	YU
52	Yusniar Ishak, BA	YI

No.	Nama Siswa	Inisial Siswa
1	A. Adriana	ADR
2	A. Anna Mariani	AAM
3	A. Mulyani Amal	AMA
4	A. Nur Hilma	ANH
5	A. Nurul Hikmah	ANK
6	A. Sajedah Humaerah	ASH
7	A. Sebda	ASE
8	A. Sri Sofia Lisa	ASS
9	A. Tenri Lawa	ATL
10	A. Baso Muallim	ABM
11	A. Fatma	AFT
12	A. Nurfiriani Abu baker	NAB
13	A. Sri Wulandari	ASW
14	Abd Kadir	AKD
15	Abd. Muhni Salam	AMS
16	Abd. Rahman Hasan	ARH
17	Ade Harni	ADH
18	Agung Dermawan	AGD
19	Agus	AGS
20	Aguslius Massolo	AGM
21	Agustan	AGT
22	Ahmad	AHD
23	Ahmad	AHM
24	Akbar alamin	AAL
25	Al Ismah Abu bakar	AIA
26	Amalia	AML
27	Andi Hartati	AHT
28	Andi Irawati	AIW
29	Andi Nursam	ANU
30	Andri Praawiralsmail	APW
31	Andri Roswandi	ANR
32	Andriani	AND
33	April Cahaya	APC
34	Arabiah	ARB
35	Ardhiyanti N. Pratiwi	ANP
36	Ari Sugianto	ARS
37	Ariska Tenridio Andika	ATA
38	Arman effendi	ARE
39	Arni P	ARP
40	Arwin	ARW
41	Asfiah Syam	ASF
42	Asma	ASM
43	Asnue NS	ANS
44	Asnur	ASN
45	Asriantho	ASR
46	Asti	AST
47	Aswar Sandi	ASD
48	Atrianti	ATR
49	Awaluddin	AWD
50	Awaluddin Nurdin	AWN
51	Ayat Hidayat	AHY
52	Ayu Rahayu	ARY
53	Ayu Rezki	AYR
54	Ayu Trisnawati	AYT
55	Azis Riski	AZR
56	Azisah Usman	AZU

Continued

No.	Nama Siswa	Inisial Siswa
57	Bagus YPW	BG
58	Basdarmiah B	BB
59	Basri	BI
60	Besse Nirmala	BN
61	Budiawan	BW

No.	Nama Siswa	Inisial Siswa
1	Indri Afsari	IAF
2	Irawan	IWN
3	Irma Idrus	IID
4	Irma Maria Ulfa	IMU
5	Irmawati	IRW
6	Irmawati	IMW
7	Irmayanti sari	IRS
8	Isnawati	ISW
9	Iyan Muluk Arafah	IMA
10	Jaya Saputra	JS
11	Juharni	JU
12	Jumawati	JI
13	Kaderiah	KH
14	Karmila	KA
15	Kartika Ratu randa	KR
16	KasmaLudarsari	KL
17	Kasmiati	KS
18	Khaeruddin	KN
19	Kurnia sari	KI
20	Kurniati	KU
21	Lasar Lukman	LL
22	Lilis Handayani	LH
23	Linda	LI
24	M. Asrullah	MAS
25	M. Fahri Sam	MFS
26	M. Syakirin	MSY
27	M.Habibi Syahibi	MHS
28	M.Safrillah	MSF
29	Majid	MJD
30	Mardaningsih	MAR
31	Mardiatul janah	MDJ
32	Marliani Puri	MAP
33	Marta	MRT
34	Masniarti	MSN
35	Masrini	MSR
36	Maya Sari A	MSA
37	Mekar Rizki	MER
38	Melisa	MEL

Continued

No.	Nama Siswa	Inisial Siswa
39	Mifahul khairah	MFK
40	Milda Masri	MLM
41	Mira Hardiyanto	MIR
42	Muh Fitrullah Bakri	MFB
43	Muh Husain F	MHF
44	Muh Ihsan	MIS
45	Muh Ismail Hamsah	MIH
46	Muh Ridwan	MRW
47	Muh Riswandi	MRS
48	Muh. Haerul Arsyad	MHA
49	Muh. Ridwan	MRD
50	Muh. Safri Tunru	MST
51	Muh. Yogi Pratama	MYP
52	Muh.Kibar	MKI
53	Muh.Masram	MMS
54	Mukti Hernawan	MUH
55	Murniati TM	MTM
56	Musajidah	MSJ
57	Mustainah	MUS
58	Mustamin Mustar	MMT
59	Mutahhara	MTH
60	Mutmainnah	MUT
61	Nasrullah	NRS

No.	Nama Siswa	Inisial Siswa
245	Sri Irmawati	SIW
246	Sri Mulyana	SMY
247	Sri Rejeki Sulistianingsih	SRS
248	Sri Restu Miftahul	SRM
249	St.Rahmah	SRH
250	St.Sachrina	SSC
251	Sua Anurah	SUN
252	Suarsi	SUA
253	Sulastri	SUL
254	Sumarni	SUM
255	Sunarti	SUR
256	Supiani	SPN
257	Supriadi	SPD
258	Supriana	SPR
259	Syahrul Ramadhan	SYR
260	Syamsu alam	SYA
261	Syamsul adil	SYD
262	Tahniyah NS Masba	TM

Continued

No.	Nama Siswa	Inisial Siswa
263	Tandang Sugistiawan	TS
264	Tenri	TI
265	Tenri	TE
266	Tenriati	TN
267	Udan Sahkan Nur	UD
268	Ummi Kalsum	UK
269	Umrah J	UJ
270	Usman	UN
271	Uswatun Hasanah	UH
272	Wahyudi Kadir	WK
273	Wina	WA
274	Wulandari Utama	WU
275	Yasril	YL
276	Yuniarti	YI
277	Yusniar N	YN
278	Yuyun Astarina	YA
279	Zulfikar	ZR
280	Zulfitri	ZI

Appendix L: The Test Sheet

PETUNJUK

1. Terima kasih atas kesediaan anda menjawab soal-soal ini
2. Periksa dan bacalah soal-soal sebelum Anda menjawabnya!
3. Jumlah soal sebanyak 60 butir, setiap butir soal terdiri atas 4 (empat) pilihan jawaban!
4. Pada lembar jawaban berilah tanda silang sesuai dengan pilihan anda (a, b, c, atau d)
5. Laporkan kepada pengawas ujian / peneliti kalau lembar soal rusak atau jumlah soal kurang!
6. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas ujian / peneliti, beserta lembar soalnya !

Read the notice below to answer questions 1 to 3!

WANTED DEAD OR ALIVE

One pirate by the name of Edward Teach
Also known as "Blackbeard"

Appearance : Big, about 100 kg
Tall, about 1,9 m
Usually dressed in black clothes and boots.

Striking Features : A long black beard, plaited and tied with coloured ribbons.
Sometimes fuses are hidden under his hat and they burn and give out smoke.

Reputation : Irritable and trigger-happy

Bad Habit : Uses foul language all the time.

His crime : Robbery on high seas
Murder

Beware! This man is armed and dangerous.
REWARD – £1000 from the King's treasury

1. What is Edward Teach?
 - a. A sailor.
 - b. A pirate.
 - c. A thief.
 - d. A king.
2. The notice is about
 - a. a man dressing in black and unarmed
 - b. seeking a robber and murderer
 - c. striking features of Edward Teach
 - d. a reward from Edward Teach

3. Which sentence is NOT TRUE according to the notice?
- a. The pirate's name is Edward Teach.
 - b. Besides a robber, the pirate is also a murderer.
 - c. One who can catch him will get £1000.
 - d. If you can catch the pirate, you must immediately kill him.

Questions 4 to 6 are based on the following text.

Budi loves animals. He often goes to the bird market not far from his house. He likes watching different kinds of birds there.

At home his father keeps two birds. Every day Budi helps him look after the birds. He cleans the cages and feeds the birds every afternoon. He gives them special bird food. He enjoys doing all this.

Budi has a pet, too. It is a cat. His name is Manis. He is three years old. He eats meat, fish, or rice. He is really nice. He catches every mouse which comes into the house. Budi likes Manis very much.

4. What kind of pet does Budi keep?
- a. Animals.
 - b. Birds.
 - c. A cat.
 - d. A mouse.
5. Who likes feeding the birds?
- a. Budi does.
 - b. Budi's father does.
 - c. Budi and his father do.
 - d. Neither Budi nor his father does.
6. "... and feeds the birds every afternoon." (par 2).
The underlined words means
- a. wash and clean
 - b. take and put
 - c. give drink to
 - d. give food to
7. Look at the picture! (ada gambar)
Yuli
- a. has wavy hair
 - b. appears very old
 - c. looks fat
 - d. wears spectacles

For questions 8 and 9, choose the suitable word to complete the dialogue!

Rosi : Do you usually have breakfast before going to school?

Sita : Sure, I usually have rice, an/a ...(8), and meat. And you?

Rosi : I don't eat rice for breakfast. Only two ...(9) of toast, and a glass of milk.

8. a. omelet
b. cheese
c. cucumber
d. soup

9. a. pieces
b. plates
c. loaves
d. bowls

10. Teacher : ... boys! You disturb the students.

They are having a test.

Students : Sorry, Madam.

- a. Look at me
b. Be quiet
c. Sit here
d. Open up

Read the text and answer questions 11 to 14!

After going the entire first half without putting a shot on goal, Germany almost put one in the net two minutes into the second half. It came when a cornerkick from the

left found the head of Jens Jeremies, but Edmilson saved the day for Brazil, stopping the powerful header with a stab of his right foot.

With the famed Brazilian "R's" looking frustrated and Kahn looking unbeatable, fortunes took a turn in favour of the South Americans. Ronaldo won the

ball from Dietmar Hamann in the German half and laid it off for Rivaldo, who fired a shot from 25 metres right at Kahn. The previously infallible keeper could not hold

onto the seemingly harmless shot, and the ball spilled out in front of the goal for Ronaldo, who pounced to slot it into the net.

Ronaldo needed no mistake from Kahn on the next chance. Kleberson started

the sequence with a run down the right side. he sent a pass into the middle that seemed destined for Rivaldo, but he dummied brilliantly, drawing a defender and letting the ball roll to Ronaldo, who shot perfectly from the edge of the area into the

lower-right corner of the net.

Oliver Bierhoff almost pulled one back for Germany with a powerful firsttime shot from 15 metres, but Brazil goalkeeper Marcos stretched well for the onehanded save.

And as time expired, Ronaldo could be seen shedding tears at the joy of his Cup glory.

FIFA WORLD CUP COM

11. The Brazil goal keeper is
 - a. Edmilson
 - b. Jeremies
 - c. Marcos
 - d. Hamann
12. What does the text talk about?
 - a. The match between Brazil and Germany.
 - b. How Ronaldo dribbled the football.
 - c. The stadium where the German team lost.
 - d. Ronaldo's way to play football.
13. How did the Brazil team feel after the match?
 - a. Disappointed.
 - b. Mournful.
 - c. Excited.
 - d. Annoyed.
14. "The previously infallible keeper ..." (paragraph 2)
The underlined word means
 - a. always strong
 - b. never wrong
 - c. very skillful
 - d. tough enough

Read the text and answer questions 15 to 17!

Masjid Saka Tunggal lies in the south of the alley, which leads into the *Taman Sar Pesanggrahan* (a rest-house). This mosque is called *Saka Tunggal* because of its single pillar. Unlike other Javanese traditional building, the pillar of this mosque is supported by a bar of stone called *Umpak*. It is interesting to know that above *umpak* was once used in the palace of the *Mataram* Kingdom in the Islamic period or in the period of Sultan Agung. This mosque is still in use.

Masjid Agung (the grand mosque) lies on the western side of the North Square. It is a place for praying, as well as for holding rituals and other religious ceremonies like the *Garebeg* and the *Sekaten*. Those two ceremonies are held every year to celebrate the Islamic Holy Days. This mosque thus provides the *Kraton* with the space for side religious activities, and it was placed in front of the palace or on the western of the North Square. This grand Mosque, with its Javanese architecture, has a roof model which is called 'tajug.' Such a model was especially used for religious buildings. This traditional mosque with its architecture, thus becomes the most interesting part of the building.

15. What is the text about?
 - a. Two interesting mosques.
 - b. How mosques are built.
 - c. 'Masjid Saka Tunggal.'
 - d. Well-known 'Masjid Agung'.
16. Which of the these statements is NOT TRUE?
 - a. 'Tajug' is a roof model.
 - b. 'Umpak' is a bar of stone.
 - c. 'Masjid Agung' has Javanese architecture.
 - d. Rituals are never done in 'Masjid Agung'.
17. Which of the following statements is TRUE?
 - a. 'Masjid Saka Tunggal' lies on the western side of the North Square.
 - b. People can find 'Masjid Agung' in the south of the alley.
 - c. Masjid Saka Tunggal has more than one pillar.
 - d. 'Sekaten' is one of the religious ceremonies.
18. Joan : Hi, Moly. Will you come to my house?
 Moly : I'm sorry, Joan but my mother won't let me
 because my brother George has a
 - a. bad cold
 - b. headache
 - c. high fever
 - d. stomachache
19. Irda : What do you think of people living in the big city?
 Shinta : Well, here the people are very different from the villagers. They are
 very busy to earn their living as drivers, merchants, lawyers,
 carpenters, or even beggars. They become ... because they are very
 busy.
 Irda : Yes. You are right. The people in the city mind their own business.
 They sometimes do not know if one of their neighbors gets sick or
 passes away.

- a. realistic
- b. pessimistic
- c. individualistic
- d. sympathetic

20. Study the picture!

Herman is both playing a guitar and singing through the microphone. The underlined word means

- a. a device to hit the drum
- b. a musical instrument
- c. an electrical power of the band
- d. a device to make sound louder

21. Rio : ..., George Foreman or Michael Moorer?

Agung : George Foreman of course. He weights 114 kilogram and Michael Moorer weights 97,7 kilogram.

- a. Which one is a boxer
- b. Who is taller
- c. Whose weight is 97,7 kg
- d. Who is heavier

22. Angga : Where are you going?

Zega : To the post office. Why?

Angga : ...

Zega : Sure! I will do it for you.

- a. Can you take me to the post office?
- b. Would you post this letter, please?
- c. Will you go to the post office?
- d. Would you like to answer the letter?

Questions 23 to 25, choose the correct option to complete the text!

People have cut down the forest trees, which ... (23) flood every where in the last rainy season. We ... (24) also lack of water in last dry season. Please obey the regulation to...(25) our forest for our future.

23. a. causes
b. is causing
c. caused
d. will cause

24. a. have been
b. were
c. are

d. will be

25. a. keeping
b. kept
c. keep
d. keeps

Text for questions 26 to 30.

Mr/Mrs. Smith
10/4 Epping Road
North Ryde 2113
N.S.W. Australia
Dear Mom and Dad,

I am writing to share my enjoyable experience with you. I hope this letter will find you all well.

Yesterday Budi's classmates and I went to visit five tourist objects in Yogyakarta and its surrounding e.g. the Sultan Palace, Tamansari Water Castle, Yogya Kembali Monument, Prambanan Temple, and Borobudur Temple. We hired a mini bus. Budi, my closest friend in Yogya, acted as a tour guide. We departed very early in the morning and were back home at 6.15 p.m. So we spent the whole day. All of the five objects are interesting but Borobudur and Prambanan Temples are more interesting than the others. Borobudur is a Buddhist temple, while Prambanan is a Hindu one. A friend of mine said that these two temples were really wonderful. After I saw them by myself, they are even more wonderful than what I have imagined. Of these two objects, Borobudur is the most wonderful object I have ever seen. It is much bigger than Prambanan; it is one of the biggest temples in the world. No wonder it is famous throughout the world. Everyone there looked very amazed by this huge building. I am sure you will admire it, too. Make sure you take your camera with you when you visit it next year.

Well, I will write to you again next week to tell you more about the temples mentioned above.

Love,

Jane

26. What did the letter tell us about?
a. Visiting tourist objects in Yogya.
b. Various temples in Yogya.
c. The famous Borobudur temple.
d. Jane's feeling during in Yogya.
27. Mr. and Mrs. Smith are Jane's
a. family

- b. relatives
 - c. parents
 - d. teachers
28. "Borobudur and Prambanan temples are more interesting than the others."
This is the main idea of paragraph
- a. 1
 - b. 2
 - c. 3
 - d. 4
29. Which of the following statements is NOT TRUE according to the passage?
- a. Jane is an Australian girl.
 - b. Jane is in Yogya to study.
 - c. Jane is inYogya to have a tour.
 - d. Jane is very amazed by Borobudur.
30. "We departed very early in the morning"
The underlined word means
- a. left
 - b. reached
 - c. took off
 - d. went on
31. Jane : When will you go back to Indonesia?
Rudy : ... It depends on my study.
- a. I'm sure
 - b. I'm not certain
 - c. I absolutely believe
 - d. I don't understand
32. A : Travelling by plane costs a lot, ... it?
B : Yes, you're right.
- a. isn't
 - b. doesn't
 - c. is
 - d. does

Read the text and answer questions 33 to 36!

A man was standing on the platform at Gambir station. He had an enormous suitcase with him. He wanted to go to Yogyakarta but he didn't want to buy a ticket he was too mean, and he didn't like spending money.

When the train arrived he got on and sat down, putting the suitcase on the seat opposite him. The train left Jakarta and after about twenty minutes the ticket collector came around.

When he arrived at the man with the big suitcase, he said:
 "Can I see your ticket please, sir?"
 "I'm sorry", replied the man. "I haven't got one. I seem to have lost it". But of course the ticket collector didn't believe him.
 "I know your type. You're just too mean to buy a ticket. You'll have to pay Rp 200.000,00" he said to the man. "That's double the normal price of the fare".
 "I haven't got Rp 200.000", replied the man. "I haven't got any money at all." And then he started laughing.
 When the man laughed, the ticket collector completely lost his temper.

33. Where did the story begin?
 - a. On the train.
 - b. In Jakarta.
 - c. In Yogyakarta.
 - d. At Gambir station.
34. The man in the story did not have a ticket because
 - a. he lost it before getting on the train
 - b. he would pay it on the train
 - c. the ticket collector was very kind
 - d. he was too mean to buy one
35. The ticket actually was ... hundred thousand rupiahs.
 - a. one
 - b. two
 - c. three
 - d. four
36. "... the ticket collector completely lost *his* temper".
The word '*his*' refers to the
 - a. train passenger
 - b. ticket collector
 - c. man
 - d. station master
37. X : How do you go to school?
Y : ... what about you?
X : By bike because my school isn't far from my house.
How much do you pay for the fare?
Y : It is cheap. It is only Rp 500,-
 - a. By taxi
 - b. By bicycle
 - c. By bus
 - d. On foot

Questions 43 to 46 are based on the following text.

When we watch the news on TV, we see the news announcers. Sometimes we see two or three reporters. But we don't see the team of people who make the news broadcast. The TV team includes carpenters, painters, electricians, light engineers, camera operators, video engineers and sound engineers.

The carpenters make the news room, the painters paint the scenery and the electrician provides electricity to power the cameras, microphones and the lights. The light engineer arranges the lights so that we can see everything on the screen. The sound engineer makes sure we can hear what the people are saying. These are some of the news team. There are also the people who write the news and the people who make the announcers look good, the make-up artists. In addition to all these people, there is the producer - the person who manages everything and everybody in the team.

43. What does the text tell us about?
- a. TV programmes.
 - b. People on TV screens.
 - c. The news announcers.
 - d. The television teams.
44. There are ... sections of the TV team.
- a. seven
 - b. eight
 - c. nine
 - d. ten
45. Who is responsible for all TV programmes?
- a. The reporter.
 - b. The producer.
 - c. The broadcaster.
 - d. The camera operator.
46. "The TV team's job" can be found in
- a. the first paragraph
 - b. the second paragraph
 - c. the third paragraph
 - d. none of the paragraphs

Questions 47 to 49, choose the suitable word to complete the following paragraph!

There are some means of ... (47). One of them is a radio. It is used at home, in cars, on ships even as a radar. A home radio has ... (48) to get better and clearer sound. Nowadays radio broadcastings offer an ... (49) communication between the broadcasters and the listeners.

47. a. equipment
b. communication

- c. transportation
- d. appliances

48. a. antennas
b. a microphone
c. a telephone
d. switchers

49. a. appresiative
b. interview
c. interactive
d. indirect

50. Peter : Have you met Jeremy Thomas and Anjasmara?
Russell : Not yet. But everyone knows that ... of them are famous entertainers.
a. each
b. both
c. none
d. all

51. - My sister is interested in the news.
- My parents are interested in the news, too.
This means that
a. my sister is not only interested in the news, but also my parents
b. my parents are not only interested in the news, but my sister too
c. not only my sister but also my parents are interested in the news
d. not only interested in the news, my sister but also my parents

52. Rizal : Look! Have you ever seen the animal in the picture?
Arief : Sure. Why?
Rizal : Can you describe the animal in detail?
Arief : Okay, listen!

(ada gambar panda)

- a. This animal is very cute. It looks like a bear. It has black and white fur. It eats bamboo shoots. It lives in the bamboo forests in China.
- b. This animal is very large. It is very fierce. It lives in Asia. It eats meat. It has yellowish fur with black bands.
- c. This animal looks like a large monkey. It has long arms, a black face and black fur. It lives on the ground in African forests.
- d. This animal is small. It looks like a bear. It has no tail. It lives in Australia. It eats leaves.

53. Arrange the sentences into a paragraph!

1. Mexico is one of the world's suppliers of sisal.
 2. Other grain crops are wheat, and barley rice.
 3. It is used for making rope.
 4. Corn is the most important grain grown in Mexico.
 5. Sugarcane, coffee, tobacco, and bananas are also grown.
- a. 1 – 2 – 3 – 4 – 5
 - b. 4 – 2 – 5 – 1 – 3
 - c. 4 – 5 – 2 – 1 – 3
 - d. 2 – 4 – 5 – 3 – 1

54. Arrange the sentences to make a story. It tells you about plants and animals!

1. We can help our government by not only obeying the hunting and fishing laws
but also growing new plants to provide food and shelter for the wildlife. That may help them from being extinct.
 2. Our world has more than 1.500.000 kinds of plants and animals.
Unfortunately,
we have lost a great many of those species and we are afraid that we shall lose
many more if we are not careful.
 3. Some countries in Asia have built national parks and wildlife reserves to protect
certain species.
 4. We can find none or only a small number of certain species of animals
because
people have been killing them and have been cutting down their shelter.
etc.
- The arrangement is
- a. 4 – 3 – 1 – 2
 - b. 2 – 1 – 4 – 3
 - c. 3 – 1 – 4 – 2
 - d. 2 – 4 – 3 – 1

Read the table of population and answer questions no 55 to 57!

Country 1975 - 2000

Indonesia	200 million	280 million
China	800 million	1,4 billion
India	700 million	1,1 billion

55 What is the population of China in 1975?

- a. 200 million.
- b. 280 million.
- c. 700 million.
- d. 800 million.

56. China has increased ... people within a time span of about 25 years.

- a. 80 million
- b. 400 million
- c. 600 million
- d. 800 million

57. Which country has the highest population growth?

- a. China.
- b. India.
- c. China & India.
- d. India & Indonesia.

58. Rhinoceros is protected; Jalak Bali is protected.

we can also say

- a. Rhinoceros is protected, and neither is Jalak Bali
- b. Rhinoceros is protected, and Jalak Bali is too
- c. Rhinoceros is protected, and so was Jalak Bali
- d. Rhinoceros is protected, and Jalak Bali isn't either

For questions 59 and 60, choose the correct option for the numbered spaces!

Mona : Will you go to uncle's house if ... (59)?

Tasya : Well, I have to, because my uncle needs me. I am afraid he ... (60)
disappointed

if I don't see him.

Mono : May I go with you?

Tasya : Sure.

59. a. it rains

b. it rained

c. it is raining

d. it was raining

60. a. was

b. has been

c. will be

d. would be

Appendix M: The Answer Sheet

LEMBAR JAWABAN

1	a	B	c	d		16	a	b	c	d		31	a	b	c	d		46	a	b	c	d
2	a	B	c	d		17	a	b	c	d		32	a	b	c	d		47	a	b	c	d
3	a	B	c	d		18	a	b	c	d		33	a	b	c	d		48	a	b	c	d
4	a	B	c	d		19	a	b	c	d		34	a	b	c	d		49	a	b	c	d
5	a	B	c	d		20	a	b	c	d		35	a	b	c	d		50	a	b	c	d
6	a	B	c	d		21	a	b	c	d		36	a	b	c	d		51	a	b	c	d
7	a	B	c	d		22	a	b	c	d		37	a	b	c	d		52	a	b	c	d
8	a	B	c	d		23	a	b	c	d		38	a	b	c	d		53	a	b	c	d
9	a	B	c	d		24	a	b	c	d		39	a	b	c	d		54	a	b	c	d
10	a	B	c	d		25	a	b	c	d		40	a	b	c	d		55	a	b	c	d
11	a	B	c	d		26	a	b	c	d		41	a	b	c	d		56	a	b	c	d
12	a	B	c	d		27	a	b	c	d		42	a	b	c	d		57	a	b	c	d
13	a	B	c	d		28	a	b	c	d		43	a	b	c	d		58	a	b	c	d
14	a	B	c	d		29	a	b	c	d		44	a	b	c	d		59	a	b	c	d
15	a	B	c	d		30	a	b	c	d		45	a	b	c	d		60	a	b	c	d

Kode Sekolah : _____(diisi oleh peneliti)

-----cut-----

LEMBAR JAWABAN

1	a	b	c	d		16	a	b	c	d		31	a	b	c	d		46	a	b	c	d
2	a	b	c	d		17	a	b	c	d		32	a	b	c	d		47	a	b	c	d
3	a	b	c	d		18	a	b	c	d		33	a	b	c	d		48	a	b	c	d
4	a	b	c	d		19	a	b	c	d		34	a	b	c	d		49	a	b	c	d
5	a	b	c	d		20	a	b	c	d		35	a	b	c	d		50	a	b	c	d
6	a	b	c	d		21	a	b	c	d		36	a	b	c	d		51	a	b	c	d
7	a	b	c	d		22	a	b	c	d		37	a	b	c	d		52	a	b	c	d
8	a	b	c	d		23	a	b	c	d		38	a	b	c	d		53	a	b	c	d
9	a	b	c	d		24	a	b	c	d		39	a	b	c	d		54	a	b	c	d
10	a	b	c	d		25	a	b	c	d		40	a	b	c	d		55	a	b	c	d
11	a	b	c	d		26	a	b	c	d		41	a	b	c	d		56	a	b	c	d
12	a	b	c	d		27	a	b	c	d		42	a	b	c	d		57	a	b	c	d
13	a	b	c	d		28	a	b	c	d		43	a	b	c	d		58	a	b	c	d
14	a	b	c	d		29	a	b	c	d		44	a	b	c	d		59	a	b	c	d
15	a	b	c	d		30	a	b	c	d		45	a	b	c	d		60	a	b	c	d

Kode Sekolah : _____(diisi oleh peneliti)