

**STUDENTS' PREFERENCES ON LECTURERS' TEACHING STYLES IN
SPEAKING CLASS**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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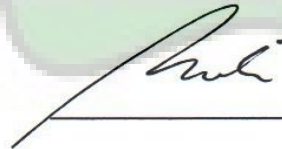
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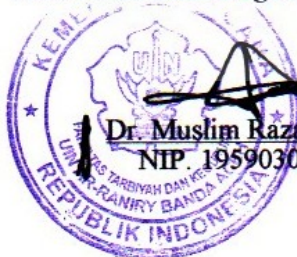
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Students' Preferences on Lecturers' Teaching Style in Speaking Class

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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ABSTRACT

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This research discovers the Students' Preferences on Lecturers' Teaching Style in Speaking Class. It aims; (1) to find out the teaching style that applied in speaking class (2) to find out the teaching style that preferred by the students' in speaking class. The research was conducted at English Department of Tarbiyah at UIN Ar-Raniry. This research used a qualitative descriptive and the data collected through an interview method. The participants were three lecturers from English Department and seven students' batch 2018. This research found that; (1) The teaching style that applied in speaking class were; expert teaching style, formal authority teaching style, personal model teaching style, facilitator teaching style, delegator teaching style, authoritarian teaching style and laissez-fairezz teaching style (2) The students' preferences on lecturers' teaching style in speaking class is a formal authority teaching style which they preferred the lecturer who gave them a feedback after their speaking performance.

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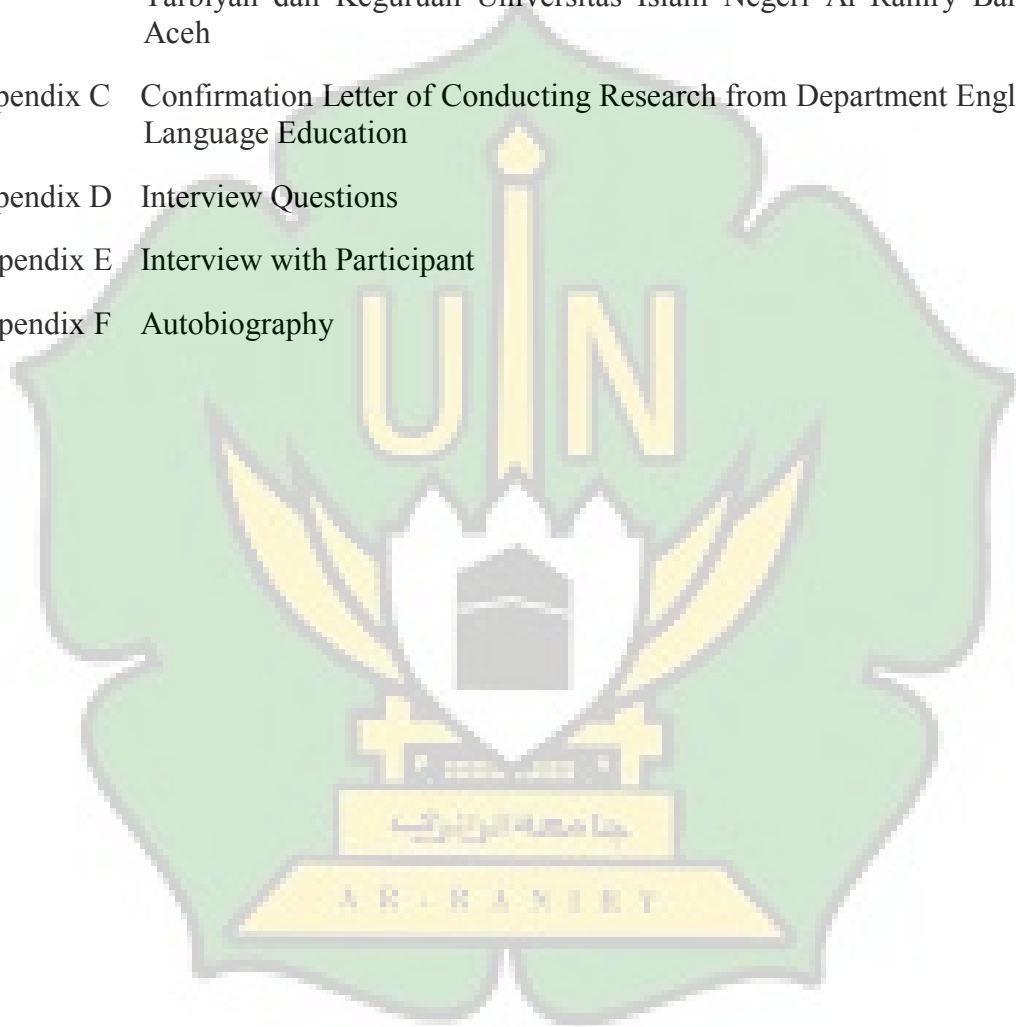
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CHAPTER I

INTRODUCTION

This chapter consists of the reasons for conducting the research and which is divided into several points; background of the study, research questions, research aims, significance of the study, and research terminologies. These points are elaborated in the following section.

A. Background of the Study

In teaching and learning process, teachers and students are two important elements. Teaching refers to the acts of a real life where teachers want to educate students to learn. Hargreaves & Fullan (2002), as cited in Richards (2003), indicated that the ultimate key to educational change and improvement is the teacher. The teacher acts as the one who transfers the knowledge and students are those who receive it. Successful teachers have the ability to maximize the learning potential of all students in the class. To make it happen, the teacher must choose the best teaching style to be applied in the classroom.

Teaching style is one of the most important roles in the teaching and learning process. If the teacher teaches the students using a teaching style that they prefer, the students are able to understand what is being taught better because the teaching style is suitable for them to get their attention and focus more. Based on this reason, the

teacher needs to choose a teaching style that is suitable for the students and most importantly, the teacher has to be able to apply the teaching style.

Furthermore, teaching style is considered to be the general principles, educational and management strategies for the guidance of the classroom. According to Sternberg (2000), teaching style refers to the preferred way of teachers to solve problems, perform tasks and make decisions in the teaching process. In addition, teaching style also functions as differentiating each of individual, groups, such as schools. In other words, teaching style describes the way the teacher organizes the teaching process and the classroom environment.

Speaking is one of the four skills in English that must be learned by the students. Moreover, speaking is one of the most difficult aspects for students to be able to use English appropriately. Susanty (2016) stated that it is hard to consider everything involved in speaking, such as ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening and responding to the individual you communicate.

There are many definitions of speaking that have been proposed by experts. According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Furthermore, speaking is the use of language to communicate with others (Fulcher, 2006). Thornbury (2015), as cited in Susanty (2016), stated that when you learn a

language, speaking is very important. If you want to master a language, you should learn how to express the utterance in the language. It means that this activity involves two or more people who both are hearing participants and speakers who have to react to whatever they hear. Various teaching styles are applied by lecturers in running speaking class activity to help students.

There was a previous study conducted by Endang Puspita Sari entitled “Students’ Perception of English Language Lecturers’ Teaching Style: A Survey Study at English Study Program at Jambi University”. In this study, the research focused on English grammar teachers’ teaching style that the students of the second semester were the sample. The researcher concluded that in terms of teachers’ teaching style, the style of interactional teaching is becoming the most preferred teaching style used by teachers in teaching English grammar for second semester students. The next most preferred teaching style was followed by a personalized teaching style. To teach English grammar to the second semester students, they also used the style of teaching technologist and teaching style classic.

After the study previewing, this study found another problem from the study above which is aiming to see students’ preferences on lecturers’ teaching style in speaking class. Therefore, this study aims to find out what is the lecturers’ teaching style in speaking class and the most preferable teaching styles for students in speaking class.

B. Research Question

Based on the background described above, the main research questions of this study are as follows:

1. What kinds of teaching styles are applied in speaking class?
2. What are the students' preferences for the lecturers' teaching style in speaking class?

C. Research Aim

Based on the research questions above, the aims of the study are as follows:

1. To find out the kinds of teaching styles that applied in speaking class.
2. To find out the students' preferences regarding teaching style in speaking class.

D. Significance of the Study

This research is expected to give an impact on English study program students and lecturers. This research is also expected to provide some beneficial information in understanding the teaching style in speaking class. In addition, this research is expected to find out the teaching style used in speaking class. Thus, it could benefit students in understanding the most preferable teaching style in the teaching-learning process especially in speaking class.

E. Research Terminologies

Before going deeper into this research, some basic terms need to be defined to avoid misunderstanding.

1. Students' Preferences

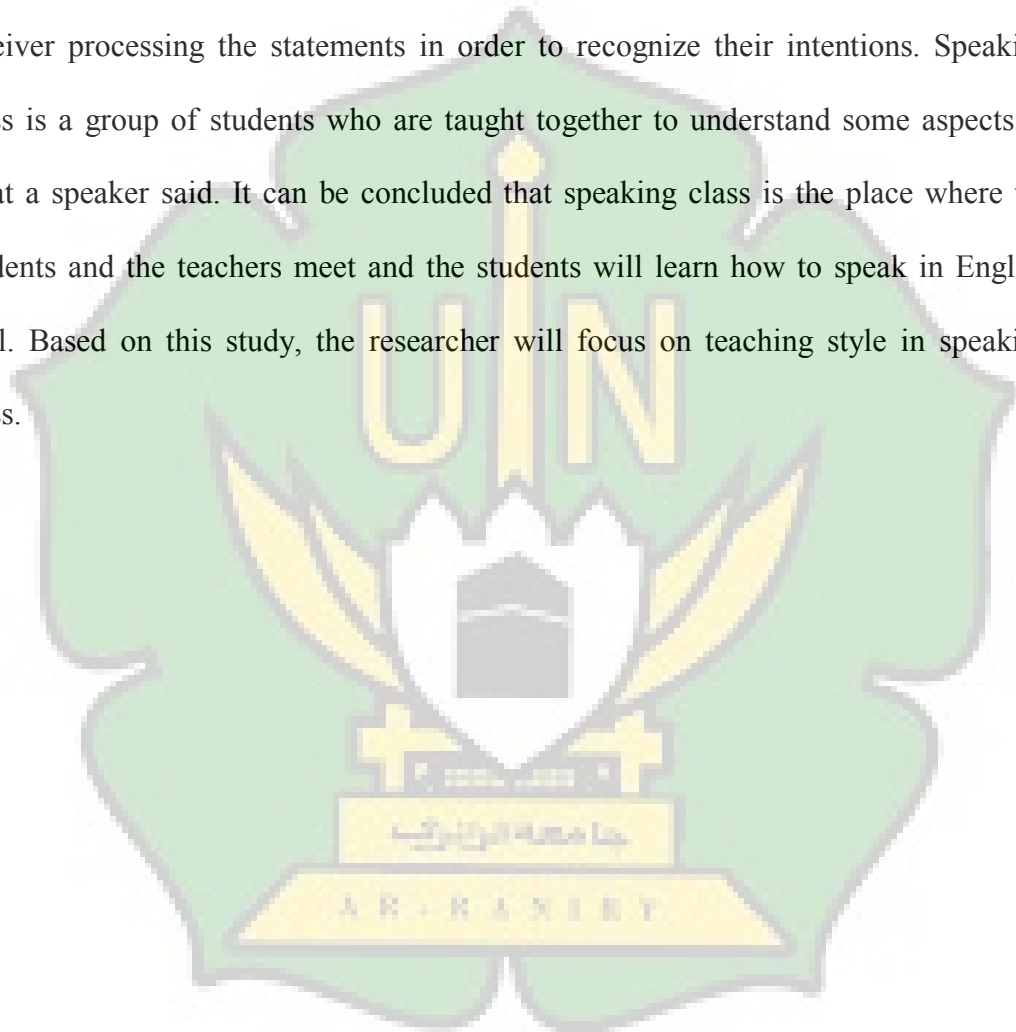
Willingham & Riener (2010) argued that students do have preferences as to how they learn because the evidence shows that they absorb information just as well as whether or not they encounter it in their preferred mode. In short, student preference is the student's own style or the way to do everything, especially in education.

2. Teaching Style

The style of teaching is the overall characteristics and qualities of an educator. Hussain & Aiyub (2012) defined teaching style as the approach teachers put into practice to carry out teaching and learning activities. Teaching style influences the character of the learners, learning environment, and overall execution of learning in a classroom. Thus, teaching style is a technique or a way that teachers use to teach students.

3. Speaking Class

Gert & Hans (2008) as cited in Susanty (2016) stated that speaking is speeches or utterances to have the intention to be recognized by the speaker and the receiver processing the statements in order to recognize their intentions. Speaking class is a group of students who are taught together to understand some aspects of what a speaker said. It can be concluded that speaking class is the place where the students and the teachers meet and the students will learn how to speak in English well. Based on this study, the researcher will focus on teaching style in speaking class.



CHAPTER II

LITERATURE REVIEW

This chapter describes the result of the researcher's search on theories or related research studies on the similar field. It provides the theories to comprehend this present study.

A. The Definition of Teaching Style

Fan & Ye (2007), as cited in Wahyuddin (2017), defined the concept of style as the preferred way of using an individual's abilities distinguished from their capacity. Style is a very important factor when it takes into account the significant difference in people's success to think, learn, teach or carry out the different tasks. In short, style is a specific way to perform, design, or produce something that is typical of a particular person, group, period of time, place, etc.

Conti (1989), as cited in Endang (2018), stated that teaching is the general features and skills of an educator that can be defined as the teaching style in a classroom's compatible with different situations. Therefore, teaching style is related to the way a teacher or lecturer teaches in the class. Every lecturer has different style of teaching, instruction, and also the teaching ways that lecturer uses that can increase students' motivation to study. Therefore, the lecturer should choose strategy, method,

or media that must be compatible for students, so students will feel enjoy and have fun when they are studying in the classroom.

According to Dunn & Dunn (2000), most lecturer will choose teaching style based on their experiences in teaching and learning process in the past. Hence, based on their learning experiences, the lecturers tend to teach students the best learning style and how they implement their own learning strategies. Every student has different style in learning that makes the same teaching style may not work well for all the students. Therefore, Dunn and Dunn indicate that lecturers should adapt the students' preferred teaching styles to reach each student learning behavior.

Moreover, Grasha (1996) supported the idea of viewing teaching style in terms of its elements, as cited in Chang (2010), that he agreed with Dunn & Dunn and said that teachers should adapt their ways of teaching in order to fulfill the students' needs. He also describes teaching styles as several elements exhibited by teachers in every moment of teaching-learning behaviors, roles, instructional practices, characteristics, and beliefs.

To sum up, teaching style is a technique or a way that teachers or lecturers use to teach students referring to teachers' behavior, roles, instructional practices, characteristics and beliefs. Usually the lecture will choose the best teaching style based on what the students learn or based on the topic.

B. Teachers' Personality Types

Grasha (1996) in his study provided the teachers' classroom preference and teaching style related to the teachers' characteristics or personality types. The personality types play an important role in influencing the teachers teaching styles and strategies in the class (Safarie, 2014). Students have found that their teachers' personalities was the most significant factor which influenced their learning (Lublin & Barrand, 2000).

In this section, the teachers or lecturers' personalities that affect the teaching behavior in the classroom and the use of the teaching style appropriately are described. This section is divided into four categories as follows: teachers' positive characteristic, teachers' personality types, knowledge base for teaching motivation, for teaching and understanding the correlation of teachers' teaching styles, and students' learning styles.

1. Teachers' Positive Characteristic

The teachers' positive character is one of the important features that encourages the students. The teachers or lecturers who has this type of characteristic has an effective 'weapon' to control the students for their practical life because the students often remember the praise and recognition given by their teacher and it increase their confidence. It is happened because there is a strong relationship between teachers' characteristics and student performance (Bobby, 2005).

Considering that a teacher has an ability to influence the students, the teacher should show his positive characteristic that the students are influenced to imitate the teacher positively. Teachers' positive characteristic also impacts on enhancing students' learning motivation (Stronge, 2007). Teacher attitudes, behaviors and beliefs have a significant impact on student's cognitive acquisitions (Palardy & Rumberger, 2008).

To comprehend the influence of teacher's actions towards students, it gradually becomes clear that more attention should be fairly given to the student characteristics. However, the students' character building is affected by the teacher's intervention because the teacher's personality usually greatly influences the student's attitude towards the teacher and his environment. Genc (2014) synthesised that the students mostly expected to have a good teachers, to have less emotional lability and to show more extraversion, openness, cooperation and conscientiousness.

In other words, the effective teachers are those who are confident, have a positive attitude, and support his students' ability to be success. It can be concluded that teachers' characteristics affect the instruction and the process of teaching and learning. Students' attitude is affected by teachers' behavior. The teacher's instructions should improve students' academic achievement and qualification and maintain their teaching behavior by establishing a warm relationship between students and teachers to affect students' performance.

2. Knowledge Based for Teaching

Teachers' teaching style is influenced by various factors such as subject knowledge base and collaboration, teaching prowess or the ability to teach, and updated knowledge (Snell & Swanson, 2000). Sykes (2004) defined the knowledge base for teaching as the body of understanding and skills, device and values, character and performance that they are a unity to constitute the ability to teach.

Shulman (2004) also defined some different kinds of knowledge that should constitute a knowledge base using five clusters; vision, motivation, understanding, practice, and reflection.

a. Vision

Teachers' visions reflect on their hopes and dreams for themselves, their students, their schools and even sometimes for their communities and that these images play a significant role in teachers' lives and work (Hammerness, 2003). The teachers with well-developed vision can articulate their convictions, presuppositions and judgements and relate them to the social context and moral reasoning. Overall, the teachers' vision is one of the reason that students leave the class not only feeling that they have improved their English but also that they have grown as a good people.

b. Motivation

The teacher should have high motivation in teaching, show compassion, endurance, trust, respect, and responsibility. Teacher motivation, also known

as the “motivation to teach” (Dörnyei & Ushioda, 2011), refers to the reasons that appear from individuals’ intrinsic to teach and sustain teaching and its intensity is indicated by the effort devoted to this process of teaching (Han & Yin, 2016).

c. Understanding

The teachers should understand what is required to be taught and how to teach it. The scope of the teacher’s understanding is wide based on how they understand theories and the technique they use.

d. Practice

According to Lipowski (2008), teaching practice is related to the classroom’s learning effectiveness and the students’ outcomes. The teachers have to be able to engage using appropriate performances in practice and in all its complexity.

e. Reflection

Teachers should teach by connecting their practical experience to the theory and vision reflectively, so that they can become more aware, adapt, or develop their performance, comprehension, and willingness.

The five clusters above show that a teacher should have those knowledges as their expertise to be a teacher because teacher’s knowledge is more than just the teaching process’s aspect. Therefore, skills and attitudes also contribute to improve teaching and learning process.

Moreover, the pedagogical ‘knowledge base’ of the teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. According to Voss, Kunter & Baumert (2011) & König (2011), teacher’s knowledge is divided into 2 categories; pedagogical components and psychological components (p.5).

Table 1.1

Pedagogical and Psychological components of teachers

Pedagogical Components	Psychological Components
1. Knowledge of classroom management: maximising the quantity of instructional time, handling classroom events, teaching at a steady pace, maintaining clear direction in lessons;	1. Knowledge of learning processes: supporting and fostering individual learning progress by having knowledge of various cognitive and motivational learning process (e.g. learning
2. Knowledge of teaching methods: having a command of various teaching methods, knowing when and how to apply each method;	strategies, impact strategies, impact of prior knowledge, effects and quality characteristics of praise, etc.);
3. Knowledge of classroom assessment: knowledge of different forms and purposes of formative	2. Knowledge of individual student characteristics: having knowledge of the sources of student

and summative assessments, cognitive, motivational, and knowledge of how different frames emotional heterogeneity. of reference (e.g., social, individual, criterion-based) impact students' motivation; Structure: structuring of learning objectives and the lesson process, lesson planning and evaluation adaptivity: dealing with heterogeneous learning groups in the classroom.

In conclusion, the knowledge base promotes professional skills of teachers which require more than knowledge; skills and attitudes also contribute to teaching and learning mastery. Thus, knowledge base is not about pedagogical components but also psychological components. Furthermore, teachers must effectively retain their knowledge base due to successful learning experiences and outcomes..

3. Motivation for Teaching

Motivation means a reason for doing something. Motivation is concerned with the strength and direction of behavior and the factors that influence people to behave in certain ways. The term 'motivation' can refer variously to the goals an individual

has, the ways in which the individual chooses their goals and the ways in which others try to change their behavior (Jay, 2012). Therefore, it can be concluded that motivation is the attribute that moves us to do or not to do something.

Teacher's motivation, also known as the "motivation to teach" (Dörnyei & Ushioda, 2011), refers to the reason that arise from the individual's intrinsic to teach and sustain teaching, and its intensity is indicated by the effort devoted to this process of teaching (Han & Yin, 2016).

Williams & Burden (2000), as cited in Han & Yi (2016), differentiated two aspects of motivation; initiating motivation concerning with the reasons for doing something and deciding to do something, while sustaining motivation referring to the effort for sustaining or persisting in doing something.

Teachers' motivation can also be differentiated into intrinsic and extrinsic motivation

a. Intrinsic motivation

An activity of an individual which comes from a person's desire, wish, personal interest and performance is considered as an intrinsic motivation (Deci & Ryan, 2008). Ofoegbu (2004) suggested that a teacher who is intrinsically motivated may undertake a task for its own sake, for satisfaction it provides or for the feeling of accomplished and self-actualizations.

Thus, intrinsic motivation can arise from the self-generated factors that influences people's behavior. It is not created from external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and providing them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities.

b. Extrinsic motivation

Extrinsic motivation allows a person to work in return for rewards or to avoid punishment (Cho, 2013). A teacher must be extrinsically motivated through government management's policy and administration. Certainly, teacher's salaries and promotions are basically the rewards for teachers' hard work that motivate them in their profession (Olowoselu, Hussin & Kasa, 2016). Thus, the teachers feel satisfied to teach for their duty and reward such as salary.

Both intrinsic and extrinsic motivation take part and contribute to teacher's motivation in teaching; a teacher could be motivated by both of the factors above or could be dominant by one factor. Teacher motivation in this topic is an essential component to enhance classroom's effectiveness.

According to Han & Yi (2016), students learning outcomes are highly dependent on some factors, such as the quality of instruction, teaching effectiveness in terms of teaching styles, teachers' approaches to teach, teaching practice and instruction behaviors related to the teacher's motivation factors.

Morgan (2005) investigated the impact of teacher's behavior in relation to teaching styles on their motivation. The result showed that pupil-centered reciprocal and guided discovery styles resulted in more mastery and less performance focused teaching behaviors than the traditional command.

From the explanation above, the writer could assume that teacher motivation indirectly influences the quality of teaching practice through their performance in professional learning activities.

4. Understanding the Correlation of Teachers' Teaching Style and Students' Learning Style

Blanchard (2001) indicated that learning style is personally preferred way of dealing with information and learning experiences. In contrast, Claxton & Rolston (2008) defined learning style as the student's consistent way of responding learning process and the use of stimuli in the learning sense to be more focus on sensory perception. It can be concluded that learning style is the way students learn, interact, respond, and participate in learning process.

Learning styles and teaching styles are believed to have significant correlation in teaching and learning process. Once students understand their own learning style, they may integrate it into their own learning process. This will make the learning process becomes more fun, faster and effective. Moreover, teachers should try to adjust their teaching styles so that they can match their students' learning styles (Awla, 2014).

Teachers' awareness in the teaching style preferred by the students and the ability of the teachers to use the teaching style can help teachers to make a big step in teaching and learning process and the needs of their students (Cox, 2008 & Lauria, 2010). According to Naimie (2010), the students showed a positive attitude and higher attainment when their teachers accommodated their needs and preferences.

Several studies support the idea that students' motivation and achievement frequently increase when the students' learning styles matches with teachers' teaching styles. However, Miller (2001) showed that students may do better when a mismatch occurs in learning and teaching process. According to Brown (2003), the compatibility of teaching styles with learning styles does not always produce a good learning experience. Stebbins (2005) suggested that a mismatch between the teaching and learning styles have no negative impact on the students' attitude and thus learning process.

To conclude, teachers should know learning style because learning styles will enhance the learning process and make the teaching process become more effective. There are different techniques and strategies that teachers can use to address the students' learning styles. Generally, teachers prefer to teach using technique and strategy that have been frequently used. The theory of match and mismatch of teaching style and learning style is still be a discussion among the experts. Some studies indicate that matching teaching style with students learning style can be very helpful while some others point out that mismatch is more helpful because by using

the mismatch learning and teaching style, the students experience some new ways of learning and practice that enhance their learning process.

C. Teaching Style Models

According to Callahan, Clark, & Kellough (2002), as cited in Endang (2018), teachers need to change their teaching styles based on the students' need and teach them a wide range of strategies. Not all students are able to use the same teaching style. Furthermore, lecturers should apply different types of teaching and support students including those who have learning difficulties to create and use their own approaches effectively and efficiently. Thus, the lecturer should be creative and innovative when choosing teaching style that can be accepted by students to deliver the subject matter.

There are many teaching styles that were stated and discussed in some previous study. Grasha (1996) classified teaching styles into five kinds of teaching style based on what he regarded as the metaphors of roles models. The five teaching styles are expert, formal authority, personal model, facilitator, and delegator style.

1. Expert Teaching Style

Expert teaching style strives to maintain status as an expert among students by displaying detailed knowledge and challenging students to enhance their competence. The teacher insists on the transmission of information and requires learners who are ready to learn and use it. The advantage of this teaching style is merging knowledge,

information and skills which might benefit experience by students. However, showing detailed knowledge in the classroom can intimidate less experienced students if this information is overused.

2. Formal Authority Teaching Style

The formal authority teaching style focuses on a clear and methodical way of conducting class paired with firm expectations. The teacher provides positive and negative feedback. The positive side is the teacher focuses on clear expectations and acceptable goals. Nevertheless, the downside is that a heavy emphasis in this model will result in static, simplified and less flexible ways in which students and their interests are handled.

3. Personal Model Teaching Style

Personal model style teacher believes in teaching by personal example and establishes a prototype for how to think and behave. The teachers guides, oversees, and directs students by showing how to do things. The approach of this type where the instructor demonstrates the skills that students are expected to learn, it can encourage students to observe. However, the positive side is the teachers think it's the best way for students, but students feel unqualified if they cannot live up to the expectations and standards of the method.

4. Facilitator Teaching Style

The teacher acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks. Facilitator teaching style emphasize on the teacher-student interaction. They encourage students to be innovative and develop independence and responsibility. The advantage is the teachers focus on students' needs and goals, this allows the student to explore options and alternative courses of action. Nevertheless, the disadvantages of this style that it spends much time and can be ineffective when more direct approach is needed.

5. Delegator Teaching Style

Delegator teaching style enhances students' capacity to function independently. In this style teachers encourage learners to work autonomously or as part of independent teams. In this way, learners perceive themselves as independent learners which are the main advantage of delegator model. However, some students may feel unconfident and become anxious when given autonomy.

Next, there are three teaching style that was developed by Thornton (2013), which are delegate style, discuss style and direct style. These teaching styles are rated into three levels, in which the directing style is the lowest level, while the discussing style is in the middle level, and the delegate style is the highest level.

1. Directing Style

In direct style, the teacher usually tells students what to do. The directing style promotes learning through listening and following the direction the lecture. Based on this style, the teacher tells the students what to do, how to do it, and when it needs to be done. The teacher imparts information to the students via lectures, assigned readings, audio/visual presentations, demonstrations, role playing, and other media. Students gain information primarily by listening, taking notes, doing role plays, and practicing what they are told to do (Thornton, 2013).

2. Discussing Style

The discussing style promotes learning through interaction. In this style, the teacher encourages critical thinking and effective discussion by asking the students to respond to challenging questions. The teacher is a facilitator guiding the discussion to a logical conclusion. Students learn to have some opinions and to back them up with facts and data. The reaction can happen between lecture-student or student-student (Thornton, 2013).

3. Delegating Style

The delegating style promotes learning through empowerment. Based on this style, the teacher assigns some tasks that students work independently, either individually or in groups (Thornton, 2013). Thus, in delegating style the lecture should empower the students. Mostly, the lecture will give the task to students and

instruction about what they need to do. The students listen and ask questions until they fully understand the task.

The other models are also categorized by Sun (2007), as cited in Chang (2010). He categorizes teaching styles to 4 models as follows:

1. Authoritarian Style

The authoritarian teachers are accustomed to have authority, which means all classes' rules and punishments are set by the teacher. The teacher lays assigns class rules and specify implications for violations of rules.

2. Democratic Style

Teachers using democratic style tend to be flexible and respond to various students' needs but the teachers set firm expectations for student behavior and learning. Students are given more freedom to make decisions in the teaching and learning environment.

3. Laissez Faire Style

Teachers using laissez faire style provide emotional support to their students and they often promote independent learning and rarely set student standards. Teachers who shows this style of teaching are described as emotionally loving and compassionate.

4. Indifferent Style

The last teaching style model developed by Sun (2007) is indifferent teaching style. Teachers concentrate on their personal work and teachers do not respect students' feelings and seldom waste time paying attention.

Based on the explanation above, it was found that every teacher or lecturer has different teaching style. Every one of them is unique and has a tendency to use certain style of teaching. Therefore, those teaching style models show that each teacher may apply different teaching styles in the classroom that it is probably influenced by teachers' personality types which include teachers' personal characteristics, teachers' motivation, knowledge base, teachers' beliefs and teachers' behavior. Teachers' personality types influence the teaching style the teachers use.

D. Speaking Class

According to Bailey (2000), as cited in Laksana (2016), speaking is a system of communication in which speakers intend to create meaning through producing, receiving, and processing information. Also Harmer (2007), as cited in Wahyuni (2016), defined speaking means being able to speak fluently and not only includes understanding the language, but also the ability to process knowledge and vocabulary on site.

After the explanation above, the research can find out the meaning of speaking class. Class is the place where the teacher and students meet, the teacher is

the one who gives their knowledge and transfer it to the students. So it can be said, speaking class is the place where students learn how to use language for communication for transferring ideas, through or even feeling to other people.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains and provides information about the research methodology for the study. It consists of detailed description of research design, brief description and research location, population and sample, the subject of the study, method of data collection, and method of data analysis.

A. Research Design

This study employed qualitative method of analysis to know lecturers' teaching style in speaking class and to find out the most preferable teaching styles for students. According to Akhtar (2016), research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose. A qualitative research is a research without any calculating and numbering. This means the data collected are in the form of words and sentences (Kabir, 2016). Thus, this research apply qualitative method to examining the data.

B. Brief Description of Research Location

This research takes place at State Islamic University of Ar-Raniry, which is located on Syeikh Abdul Rauf Kopelma Darussalam Street. It is one of the leading universities in Aceh, administered by the Ministry of Religious Affairs of the

Republic Indonesia and under the supervision of the General Directorate of Islamic Institutes through the Directorate of Islamic Higher Education.

Founded in October 5th 1963, this university had some improvements and advancements. UIN Ar-Raniry was first named as State Islamic Institute of Ar-Raniry (IAIN Ar-Raniry), but on October 5th 2013, it was changed to be State Islamic University of Ar-Raniry. UIN Ar-Raniry has nine faculties and forty three department, each of them focuses on one specific study. They are; Faculty of Syariah and Law, Faculty of Education and Teacher Training, Faculty of Ushuluddin and Philosophy, Faculty of Dakwah and Communication, Faculty of Adab and Humanities, Faculty of Sociology and Governance, Faculty of Economic and Islamic Business, Faculty of Psychology, and Faculty of Science and Technology.

The research is conducted at Faculty of Education and Teacher Training. This faculty is divided into 13 specific departments, in which one of them is English Language Education Department. This department is selected to be the representation of the population of this study.

Department of English Language Education focuses on teaching English as the foreign language. This department aims at creating professional English teachers for Islamic schools, state schools, and other formal and informal educational institutions. Based on Panduan Akademik 2015/2016, the missions of the department are; 1) Educate prospective graduates of PBI who are devoted to God, noble,

innovative, and independent so that they are ready to compete and are able to develop their abilities to continue their studies in higher fields and work professionally in various institutions and contribute to national development according to their expertise. 2) Conduct studies and research in the field of English language education and learning both on a multidisciplinary and interdisciplinary basis that is practical, applicable and modern with reference to local wisdom. 3) Establish cooperation with various institutions both formal and informal.

Therefore, this place is the most suitable and applicable place to conduct the research and it represents the population and sample for the research. As a result, English Department is selected as the research's destination.

C. Population and Sample

According to Margono (2004), population is all data that concerns us in a scope and time that we specify. As a result, the population is related to data, not human. If every human gives a data, then the number or size of the population will be the same as the number of humans. The population of this study is the students from English Department that are batch 2018. Based on PBI Ar-Raniry, the total number of students are 221 students.

While sample is the component of the population to be examined by the studies. Thus, the sample means a part of the whole and the characteristics possessed by a population. If the population is too large, a researcher certainly are not allowed

to study the whole population because there will be some obstacles, such as limited funds, energy and time. As a result, it is only required to study the representative of the population named sample (Sugiyono, 2008). To answer research question number one, the sample is three lecturers who teach speaking class and seven students who have already taken speaking class with them. Moreover, to answer the research question number two, seven students are chosen to pick the teaching style that they preferred in speaking class. They are students from batch 2018 and now they are in the fourth semester. To get deeper answer, those samples are students studying in semester 4 who have already taken basic speaking class, intermediate speaking class and advance speaking class.

Random sampling technique is used to get the data of the participants. Random sampling technique is a sampling technique wherein all individuals in the population are given the same opportunity to be selected as a sample. Students' background is not considered in this study because this research would like to investigate the students' preferences in lecturers' teaching style.

D. Methods of Data Collection

Kabir (2016) stated that data collection is a systematic process for the collection and measurement of information on variables of interest that allows one to answer the research questions, test hypotheses and evaluate overcomes. Tanzeh (2011) also defined data collection as a systematic and standardized procedure to gain the necessary data. In collecting data, this study used depth interview to find out the

teaching styles that the lecturers used in speaking class to answer to the research question number one and another interview to find out the teaching style that was preferred by the students in speaking class to answer the research question number two.

An interview contains questions and answers from the selected participants. There are various types for questioning; individual, face-to-face interviews and face-to-face group interviewing (Kabir, 2016). In this study, the in-depth interview is required to find out the teaching style that was applied by the lecturer in speaking class and the teaching style that was preferred by the students. The open-ended questions is used on seven students who have already taken basic, intermediate speaking class and advance speaking class. The interview will be recorded and the data will be transcribed.

E. Method of Data Analysis

Welman (2005), as cited in Lutabingwa & Auriacombe (2007), argued that data analysis by means of statistical techniques assists us in investigating variables as well as their effect, relationship, and their patterns of involvement within our world. The analysis of interview data was to reveal the students' preferred teaching style. It was the most widely used method to surveys. After collecting data from students by doing interviews, the data as a result of the study were explained in chapter IV.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the finding of data interview analysis. The purposes of this study is to find out the teaching styles that are applied in speaking class and the students' preferences regarding teaching style in the speaking class.

A. Research Finding

The findings showed that the students' preferences toward lecturers' teaching style in speaking class. The research divided into two parts, which are; (1) The kinds of teaching styles that are applied by the lecturer in speaking class, (2) the students' preferences towards the lecturer's teaching style in speaking class. Following the research ethic to protect the participant confidentiality, the researcher label each group of participant based on their first group syllable, which are Lecturer as an L and Student as an S. For example, L1 meant lecturer 1, L2 was lecturer 2 and L3 for lecturer 3. S1 meant student 1, S2 was student 2, and so on.

1. The kinds of teaching style that are applied by the lecturer in speaking class.

After doing the interview, the researcher found various teaching style applied in speaking class, which are:

a. Expert teaching style

Grasha (1996) stated that expert teaching style strives to maintain the status as an expert among students by displaying detailed knowledge and challenging students to enhance their competences. It means, the lecturer giving any task to challenging the student's ability, in speaking class usually the lecturers challenging performance by giving them any topic and ask them to speak up about the topic in front of the class. L1 and L2 giving almost the same answer, they said that:

“In speaking class we set topics together and then they will choose what kind of topic will be more interesting. So I challenge them, but in easy way.”

L3 added :

“I give them the topics randomly, then give them 5 or 10 minutes to learn about the topic and ask them to speak in front of the class. I think the topic is not really challenging them, because I give them the easy topics that come from daily life.”

All of the lecturers challenging students in speaking class almost in same way, they give a topic and ask the students to give their opinion about the chosen topic. Then, from the seven students, six of them had the same answers. The data from the students' interview revealed that the lecturer gave them a topic and limited time to learn and speak in front of the class. S6 said :

“I still remember when the lecturer challenged the whole class with the topic and give us 10 minutes to learn. Luckily, my topic is about “tourism” that I know the background about the topic a little bit.”

S3 explained :

“Gladly, the topic in speaking class is not that difficult. Usually, the lecturer asks the whole class what kind of the topic that we want, so we set the topics together and then speak up in front of the class.”

From the explanation above, expert teaching style was one of the teaching styles that applied in speaking class. It happened because all lecturers agreed if the challenges given to the students in speaking class, it would challenge them to think critically and prepare the speaking in the short time.

b. Formal Authority Teaching Style

The formal authority teaching style provides positive and negative feedback, established learning goals and expectations and rules of conduct (Grasha, 1996). L1 said :

“Of course all the rules in the class are conducted by me but I discuss it with the students. For feedback, I always give them the feedback in general. So in every student’s speaking performance I will write it on my note, the good things or what is still lacking of their speaking. After the speaking

performance end, I will give the feedback for them in general. I think I do not need to point out one by one who made a mistake or who made a good performance, literally the students must feel that they made a mistake or made an excellent performance.”

L2 added :

“I give the feedback to them after their speaking performance, what they need to upgrade on their speaking but in a soft way. I did not point out their mistakes, but more like give them any advice.”

L3 explained that :

“There are too many students to give feedback, also the time is limited. To make it easier, I give feedback in general after all of the students finish their speaking performance.”

The lecturers conveyed that they give the feedback after the students speaking performance even in personal or general. Then, all of the students said that their lecturers always gave them any feedback after their speaking performance. S7 said :

“The lecturer frequently give any feedback after the speaking performance, it can be personal or maybe in general. The lecturer gives feedback such as I

need to confidence more, or about my limited vocabulary that I need to increase.”

S5 agreed:

“The feedback from the lecturer actually about how is the students speaking performance. The lecturer will point out I am still lack of vocabulary and I need to practice more at home, or I need to be more confidence and stop being nervous cause it will make what I want to stay did not bring out”

Based on the responses above, lecturers gave the feedback to the students personally or sometime the lectures gave the feedback generally because of the short period of the time. Some lectures conveyed that they needed to tell students' mistakes in order to make them realized their mistakes and the lecturer expected that the students would not do not the same mistakes in the next performance. Some students satisfied with the feedback given to them. It helped them in improving their confidences in the speaking class. Building the students' confidences was the aim of the formal authority style. Therefore, It could be concluded that the formal authority actually applied in speaking class.

c. Personal Model Teaching Style

Grasha (1996) stated that personal model style is where the teacher guides, oversees, and directs students by showing them the way how to do the things. The

approach used in this type is where the instructor demonstrates the skills that students are expected to learn. Thus, it can encourage students to observe. L1 said :

“I always give clear instruction before asking them to do something. I think I always show how to do things to my students.”

L2 explained that :

“I am very sure if my instruction was really clear, but somehow the students still do not get it, that’s why they asking. The students must feel if I am not that specific in giving instruction while I ask them to do something. So, when the students did not get the instruction, I give them time to ask.”

L3 added :

“I think I am clear enough when giving any instruction to my students. Usually before they starting their speaking performance I give advice how to speech about the topic that she/he chose before. First talk in general way, after that they can start to talk in specific way.”

The lecturers conveyed they give clear instruction in the class. The students were given any rule to have them speak right and based on the expectation of the lecturers. Then, four of seven students stated if the lecturer always gave them a clear instruction in the class whenever the lecturer asked them to speak or give any material. S2 said :

“For me, the lecturer always give clear explanation and always give clear instruction in speaking class. So it can be said the lecturer show how to do

things correctly. It can help students a lot because whenever the lecturer did not give clear any instruction students will get it wrong.”

Likewise, S7 stated :

“I do not think the lecturer give clear instruction before ask us to do something. So whenever we wrong, the lecturer will blame us, besides it was the lecturer mistake did not explain clear or give clear instruction. So for me, the lecturer did not show how to things perfectly.”

S4 agreed :

“For me, whenever the instruction from the lecturer do not clear enough I will ask the lecturer until I understand.”

According to the results, the lecturers said that they frequently showed to the students how to do something in speaking class. The instruction was given clearly to make the students understood how to speak well. It meant that personal model teaching style was applied in speaking class. Furthermore, for the students' responses, four of them said if the lecturer gave a clear instruction, it meant some of the students have opinion if personal model teaching style was one of the teaching style that was applied in speaking class.

d. Facilitator Teaching Style

Facilitator teaching style emphasizes on the teacher-student's interaction. This teaching style focuses on student-centered learning and there is much more responsibility placed on the student's to take the initiative to meet the demands of

various learning tasks. They encourage students to be innovative and develop independence and responsibility. They guide and direct students by asking questions, examining options and suggesting alternatives (Grasha, 1996). L1 said :

“In speaking class the students have to involve actively, if only the teacher active, it means teacher-center, the students will be a passive learners. If I would like to make students to be a good English speaker, they should be active in speaking. I should give all of the students a chance to speak, to express their ideas or opinions. So we’re having interaction in that way.”

L2 added :

“All of the students in my class, need to be active, it means they have to involved in teaching learning process. I think in speaking class it would more like students center while the students are more active than the lecturer, they have to speak a lot. To make sure they involved in teaching learning process, I usually ask them any question and ask their opinion one by one.”

L3 explained :

“I always trying to have any interaction with my students. I wish all of the students are involved in teaching learning process, especially in speaking class. Students need to speak more than the teachers when in speaking.”

Thus, in speaking class, literally the lecturer frequently involve the students in learning process such as giving them any question and asking their opinions to have the interaction alive and all students were active in the speaking class. Seven students were agree if their lecturers always made any interaction with them in speaking class.

S1 said :

“The interaction between me and the lecturers sometimes more like he asks any question and ask me to answer it in English. Another simple interaction while the lecturer said something then he/she asks do we really understand? With just simple interaction, but it makes me really happy cause it means the lecturer cares with the whole class situation.”

S6 agreed :

“The interaction in speaking class more like the lecturer asks my opinion in something. Or when the lecturer realizes that the class looks boring, he/she playing word games with us”.

As explained above, the lecturers and students were having the same answer about their interactions in speaking class. It could happen because the lecturers often asked questions to their students to make them involved actively in the speaking class. In addition, students were required to answer those questions from the lecturer in order to make the class would not be boring. The lecturers were not taking much

attention on their own stuffs, but facilitating students' needs in learning. Therefore, facilitator teaching style was one of the teaching style that was applied by the lecturer in speaking class.

e. Delegator Teaching Style

Grasha (1996) stated that delegator teaching style enhances students' capacity to function independently. In this style, the lectures encouraged the learners to work autonomously or as part of independent teams. L1 explained :

“Every student frequently work independently in speaking class. Like I said before sometimes we set topics together, when the topic that chosen is easy, I actually ask them to perform it in front of the class one by one, but when the topic is difficult and the students do not know yet, I set them in pairs or maybe group then they can do discussion.”

L3 agreed :

“Mostly in speaking I think every students needs to talk individually, but I set them in group or pairs sometimes”.

L2 added :

“I frequently ask them to work individually, but sometimes I set them in group while the topic is not suitable for them to work individually. Then, the

students set in group and they can do discussion like problem solving. After giving 10 or 15 minutes to group discussion, the whole class or every group need to speak up one by one then another group can agree or disagree with another groups' opinion, so more like debate in speaking class.”

The lectures mentioned that the activity in speaking class was done by set the students into some groups when the task was too hard to be finished. The lecturers asked the students to work individually often. All of the students were agreed if the lecturer rarely set them into some groups. Even though, sometimes they were often stated to speak individually. S4 said :

“If the topic for speaking is difficult, the lecturer asks us to discuss it in pairs or maybe small groups.”

S6 added :

“The lecturers' rarely ask us to do the speaking in group, but I ever experienced it when we have more liked group debate in the class. But mostly we just speak individually in front of the class.”

Based on the responses above, it could be accomplished that the lecturer set the delegator teaching style in the speaking class. Even though the lecturers set the students to work in pairs or in groups, they did not make it often. In addition, the students were agreed if the lecturer asked them to work independently. Even if they

were set into some groups, they would be asked to perform individually. The group discussion was only for helping them to elaborate the idea of the challenging topic. Therefore, the delegator teaching style was applied in this class.

f. Authoritarian Teaching Style

The authoritarian teachers are accustomed to have authority. This classification means that all classes' rules and punishments are set by the teachers. The teacher assigns class rules and specifies implications for violations of rules (Sun, 2007). Reward and punishment have the same purpose in teaching learning process; both of them evoke the responsibilities. Reward has a purpose to make the students more eager to improve and enhance their achievement. Punishment is given to create the discipline for the students in order to have students to learn well (Ahmadi, 2001).

L1 explained:

“I rarely set them the punishment but I frequently praise them to motivate them with give them applause or maybe I said “excellent”, “good job”, “that’s really good but you still need to improve”, like a suggestion but in soft way. Punishment will be more positive, singing a song depends on their friend request. I have never set a punishment for the students who coming late. I allow them to come a little late but not too late, if they become too late they should give logical reason.”

L2 added :

“I frequently appreciate them if they do a good job or maybe when they can answer my simple question while I am teaching in the class. Also after their speaking performance I give them applause and said “excellent”, “good job”. For punishment, it is not in their speaking performance or when their speaking is not good as I expected, but when they came late to my class. I will ask them to speech about three minutes in front of the class.”

L3 agreed :

“Yes. The appreciation more like praise them with say “very good”, “good job”, but I never give them any punishment. Even they came late to my class, I did not allow them to come in anymore, that’s the consequences.”

The lectures mostly gave the same reactions about the reward and punishment applied in their class which those characteristics belonged to authoritarian teaching style. Then, All of the students said the same things about the appreciation or punishment in speaking class, but for the punishment each of the students had different answer. S1 said :

“The appreciation is when my speaking performance is fine, the lecturer will praise me with words “good job”, “excellent”. The lecturer did not give any punishment for students who has terrible speaking, but for the students who

came late to the class. The punishment usually the lecturer will ask me to speech about random topic for three minutes in front of the class.”

S7 added :

“The lecturer will praise me like I am doing a good job, excellent and many more for my speaking performance, also an applause. Whenever I came late, the lecturer will never allow me to join the class for that day, it will have an effect for my attendance list.”

Every lecturer has their own ways in giving any reward or punishment to the students. As expressed above, it was clear if three of the lecturers praised their students in the same way for their speaking performance. But in giving punishment, they did not have a same way. The appreciation which came after the students' speaking performance was praising them such as “excellent”, “good job”. Then, the result also showed that two of the lecturers set punishment over the students who came late to the class. In conclusion, authoritarian teaching style was applied in speaking class.

g. Laissez Faire Style

Teachers who apply this style of teaching are described as emotionally loving and compassionate. Teachers using laissez faire style provide emotional support to their students and they often promote independent learning and rarely set student standards (Sun, 2007). L1 said:

“For the independent learning, I think yes. Like I said before, even when challenging the students with topic for speaking, we set the topic together that can make them easier. For the standard, I try to be as fair as possible. It depends on their work, if they made good or excellent why not I give them a good score. Speaking is hard to measure not like others subject”.

L3 said :

“I only see their development when speaking. Even though their speaking is still not very good but they have progress, I will give them good grades. At least they tried. So I never set high standard in speaking class”.

L2 added:

“No, it depends on students’ work. If they doing good during my speaking class. I will give them high score in the end. Even when their speaking is not that good, as long as I understand it, I will give them good score. So high standard do not my style”.

Most of the lectures gave the same answer for the question where no one of them set the standard without looking their students’ performances. Then, all of seven interviewed students were agree if the lecturer never set a standard for them. S1 explained :

“The lecturer never set high standard in the class, as long as the students brave to speak even though is not that good enough, the lecturer will always praise it.”

S3 added :

“I am not really good in speaking but I got good grade in speaking class. So it means the lecturer did not set high standard in the class.”

From the explanation above, the lecturer did not make any high standard for their speaking class. The grade would be given based on their performances and progress. In addition, the students were agreed if they were not given a high standard in speaking class. Therefore, *laissez faire* teaching style was applied in speaking class.

Based on the interview conducted by the researcher, it was found that there were seven teaching styles that were applied in speaking classes. There were; expert, formal authority, personal model, facilitator, delegator, authoritarian, and *laissez faire* teaching style.

2. The students' preferences towards the lecturer's teaching style in speaking class

After interviewing the students about the teaching style that may be applied in teaching style, the researcher asked them about which the best teaching style that they prefer the most. Every student has their own answers about the lecturers' teaching style that they prefer in speaking class. Five students chose the lecturer who always gave them any feedback for their speaking performances. While the rest of them chose the lecturer who interacted frequently with them. S7 said:

“I think every lecturer teaching style has its own unique. I like the lecturer who giving clear instruction before asking us to perform in front of the class. I also like the speaking class challenging with specific topic. Last, I like the lecturer that giving feedback after my speaking performance, but the constructive feedback is certainly not something that is actually make the student feels down.”

S6 added :

“I prefer the lecturer who did not giving judging feedback, but the constructive feedback that make students confidence more in their speaking.”

S5 and S4 agreed :

“The lecturer who gives appreciation and feedback in the class.”

S1 said :

“Lecturers who care to all students equally, lecturers who give time for their students to talk and lecturers who provide feedback after the students speaking performance or about the student progress in speaking.”

S2 and S3 explained that :

“The lecturer who did not busy with his/her own stuff but more having interaction with students, and the lecturer who provide feedback in every students performance in speaking.”

According to the responses above, all of the students' preferred the lecturer who gave them a feedback after their speaking performances. The students also

pointed out they like the lecturer who was not busy with their own stuff or having interaction with students often, two students pointed out if they favored the lecturer who gave them appreciation, challenged them with a topic, and showed them how to do things. Most of the students chose the lecturer who delivered feedback for their speaking performances. Therefore, the students in speaking class preferred Formal Authority Teaching Style.

B. Discussion

This discussion is provided to answer the research questions of this research. The purpose of this research is to find out about teaching styles that are applied in speaking class and the students' preferences on lecturer teaching style in speaking class. While gathering the data, the researcher did not find any obstacle. Both lecturers and students were very helpful and well cooperating. The researcher elaborates some explanations about the research data which is obtained from the interview.

The first research question was asking about what kind of teaching styles that are applied in speaking class. After interviewing the lectures and the students, the researcher found that there were seven teaching styles that were applied in speaking class. There were; expert teaching style, formal authority teaching style, personal model teaching style, facilitator teaching style, delegator teaching style, authoritarian teaching style, and laissez faire teaching style. Each of teaching styles delivered different methods in teaching. Those teaching styles were often applied in English

speaking class. The use of those teaching styles was to engage students' motivation to speak easily and also the teaching styles used was to have an appropriate learning activity method.

The second research question was asking about what are the students' preferences for the lectures' teaching style in speaking class. The second discussion explains about the students' preferences on lecturers' teaching style in speaking class. After the researcher interviewed the students, the researcher discovered that the students gave different point views about the teaching style which was used by the lecturer in of speaking class. Several students argued that the using of the teaching styles helped them to promote their English speaking better. When each lecturer applied different teaching styles, the students preferred the teaching styles applied by the lecturer in speaking class. But, most of students gave the opinion that they preferred the lecturer who gave them a feedback after their speaking performance. It is in line with Grasha (1996) stated formal authority style provides positive and negative feedback establishes learning goals, expectations and conducted rules They agreed that the lecturer who gave them a developing feedback encouraged them to speak more, better and built their confident. They also conveyed that the way how lecturer delivered their comments affected the students' confidents. If the students were given an unappropriated way of feedback, they would feel disappointed and chose to be rarely active in the class. Therefore, the students preferred formal

authority teaching style in speaking class because it helps improving their confident and ability in English speaking.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the findings of the research and discussions in the previous chapter, the researcher would like to state some conclusions about the teaching styles that are applied in speaking class and the students' preferences on the lecturer teaching style in speaking class. The conclusions are as follows:

1. The researcher found several teaching styles that are applied in speaking class. First, expert teaching style, the lecturer challenged the students in the class to their speaking performances. Second, formal authority teaching style, the lecturer gives feedback to the students after their speaking performances. Third, personal model teaching style, the lecturer directs students by showing how to do things. Fourth, facilitator teaching style emphasizes on the teacher-student interaction. Fifth, delegator teaching style, the lecturers encourage learners to work autonomously or as part of independent teams. Next, authoritarian teaching style, which means all classes' rules, appreciation and punishments are set by the lecturer. The Last style is laissez-faire style which means the lecturer who applies

laissez-faire style provides emotional support to their students and they often promote independent learning and rarely set student's standards. Thus, there are seven teaching styles that are applied in speaking class.

2. The students' preferences on lecturer teaching styles in speaking class are formal authority teaching style. The students agree if the lecturer gives any feedback in an appropriate way not in critical way, it makes the students realize what lack of them in speaking ability is and improve the lacking part of them. In addition, giving the feedback in an appropriate way will encourage students' confident to speak, perform and present the materials in front of the class.

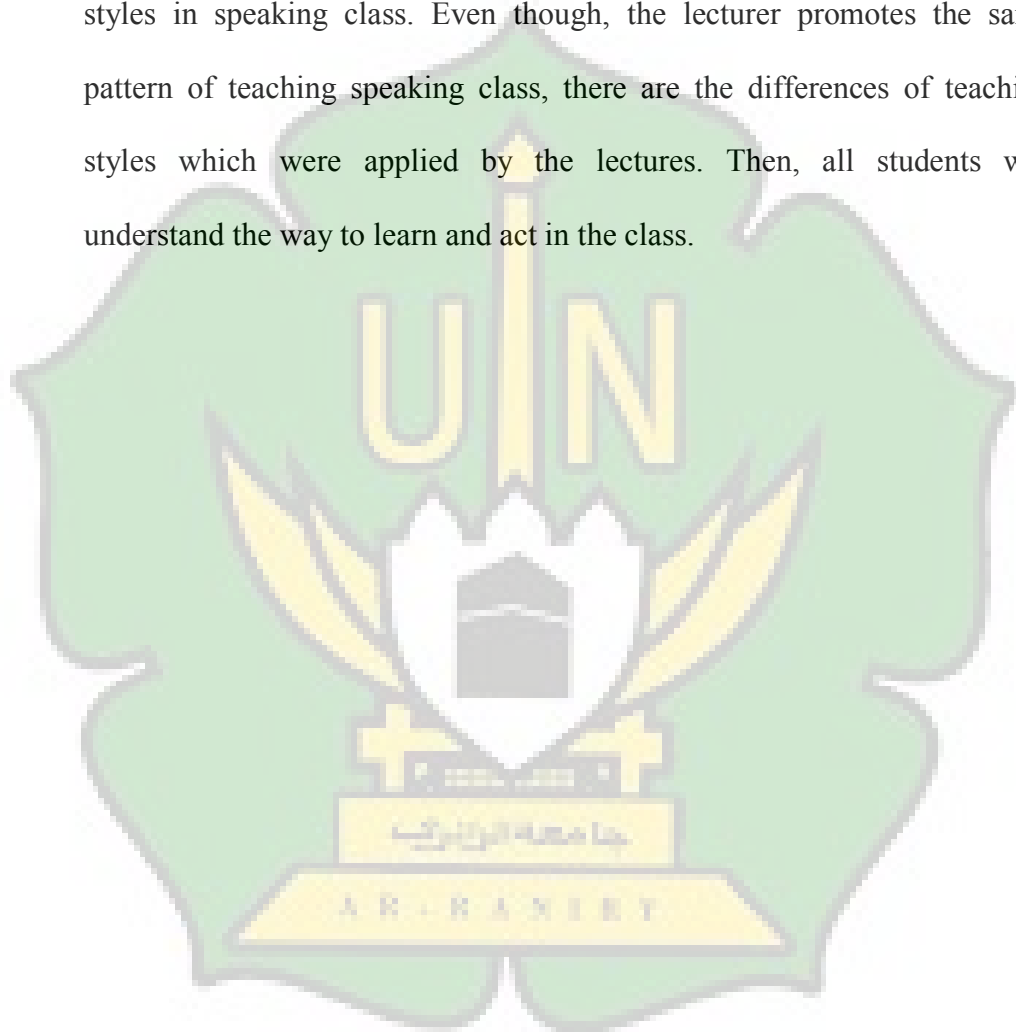
B. Recommendation

After analyzing the data gained from interview, the researcher would like to present some suggestions, they are as follows:

1. The lecturers should give the feedback personally to all students or one by one, not in general. According to the result of the study, the students prefer the lecturer who gives the feedback in an appropriate way. While interviewing, the lecturers said if they did not have enough time to give the feedback personally. As the result, they just gave feedback in general. In the other hand, the students wanted to know what their specific mistakes in speaking were. To conquer the time problem, the lectures can do peer-

assessment, recording students' performances, or direct-feedback after their performances.

2. The students need to understand if every lecturer has different teaching styles in speaking class. Even though, the lecturer promotes the same pattern of teaching speaking class, there are the differences of teaching styles which were applied by the lectures. Then, all students will understand the way to learn and act in the class.



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LIST OF INTERVIEW

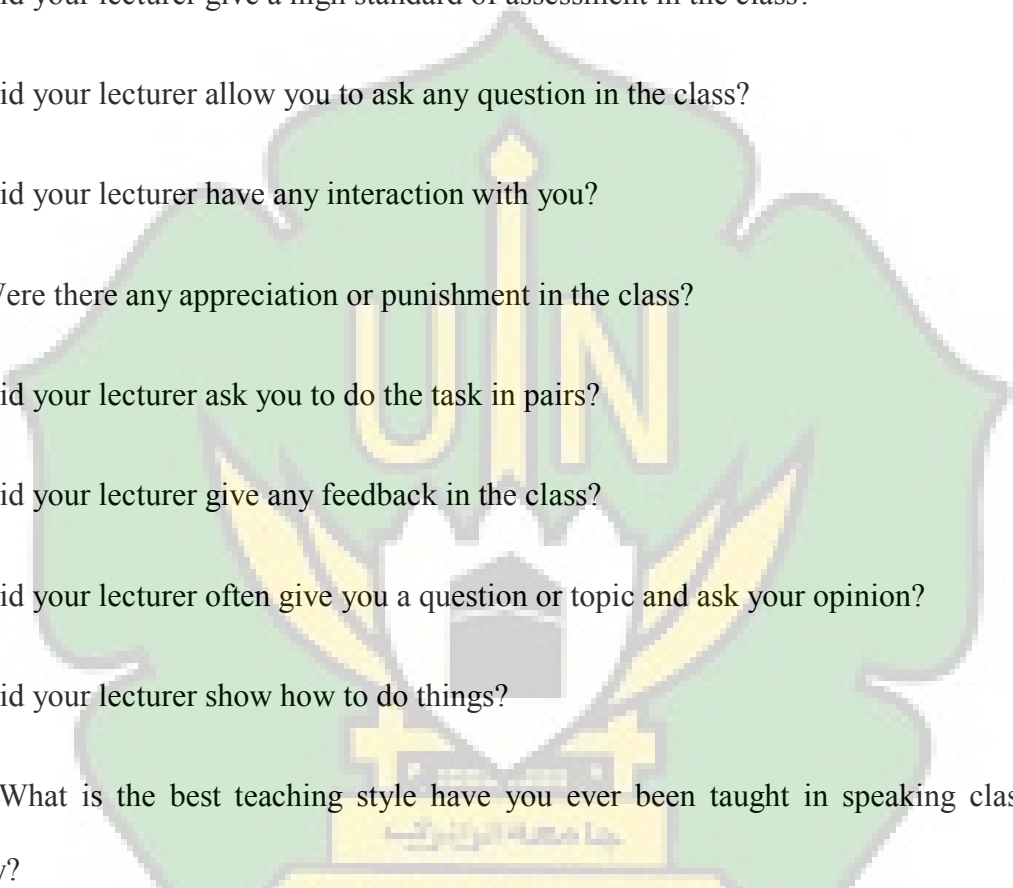
List of Interview for Lecturer in Speaking Class

1. What is your teaching procedure in helping the students to increase their speaking skill?
2. What kind of method do you apply in your speaking class?
3. Were all students fully involved in the teaching learning process?
4. Will you give the opportunity to the students to interrupt the class with the question?
5. How was the classroom management?
6. How do you communicate in the class? Using full English or mixing language?
7. Are there any appreciation or punishment in the class?
8. Are the students given a task or homework?
9. Is any feedback given to the student?
10. Do you set high standard in the class?
11. Do you show how to do things or giving clear instruction to students?

Research Question

1. What kind of teaching styles are applied in speaking class?

List of Interview for Students in Speaking Class

1. How was your speaking class? Do you have any obstacle in the class?
 2. Did your lecturer give a high standard of assessment in the class?
 3. Did your lecturer allow you to ask any question in the class?
 4. Did your lecturer have any interaction with you?
 5. Were there any appreciation or punishment in the class?
 6. Did your lecturer ask you to do the task in pairs?
 7. Did your lecturer give any feedback in the class?
 8. Did your lecturer often give you a question or topic and ask your opinion?
 9. Did your lecturer show how to do things?
 10. What is the best teaching style have you ever been taught in speaking class?
Why?
- 
- A large, semi-transparent watermark of the UIN Ar-Raniry logo is centered in the background. The logo is a green shield-like shape with a yellow border. Inside, there is a yellow banner with the letters 'UIN' in green. Below the banner is a white building with a grey roof and a yellow flag on top. At the bottom of the shield is a yellow banner with the word 'AR-RANIRY' in green. There is also some Arabic text above the building.

Research Questions :

1. What kinds of teaching styles are applied in speaking class?
2. What are the students preferences on the lecturers teaching style in speaking class?

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15093/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 September 2019

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Alfiatunnur, M. Ed

2. Mulia, M. Ed

Untuk membimbing Skripsi :

Nama : Evie Nofita

NIM : 150203213

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students' Preferences on Lecturers' Teaching Style in Speaking Class

Sebagai Pembimbing Pertama

Sebagai Pembimbing Kedua

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT

: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Tanggal: 15 Oktober 2019


Rektor
H. Rizkiyati
Kazali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111

Telpon : (0651)7551423, Fax : (0651)7553020

E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-3437/Un.08/TU-FTK/TL.00/02/2020

Banda Aceh, 27 February 2020

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : EVIE NOFITA
N I M : 150203213
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. TanggulNo. 14 Punge Jurong meraxa Banda Aceh

Untuk mengumpulkan data pada:

Fakultas Tarbiyah UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh yang berjudul:

Students'Preferences on Lecturers' Teaching Style in Speaking Class

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan
Kepala Bagian Tata Usaha,
Suparmansyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-3437/Un.08/TU-FTK/TL.00/02/2020

Banda Aceh, 27 February 2020

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

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N a m a : EVIE NOFITA
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Prodi / Jurusan : Pendidikan Bahasa Inggris
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Students'Preferences on Lecturers' Teaching Style in Speaking Class

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INTERVIEW WITH PARTICIPANT

