

Chapter One

Introduction

In this chapter, the researcher shows some main points to describe the topic. It includes the background of the study, the statement and limitation of the problem, the research question, the objective of the research, and the significance of the research. At the end of this chapter, the researcher provides the outline of the research.

Background of the Study

Teaching is activities performed by teachers. It is how the teachers teach the students during learning process. Cohen as cited in Labaree (2000) said that teaching is a practice of teachers' improvement. Every teacher has his or her style to teach the students. According to Grasha (1994), teaching style is related to how a teacher delivers the information, interacts with the students, controls classroom, handles coursework, associates students to the field, and guides the students. Richards and Schmidt (2010) stated that teaching style is related to how the teachers see their roles in the classroom. The roles include how the teacher interacts with the students and how they teach the students.

Every student has certain preference on teachers' teaching style. Dhar and Novemsky (2008) said that preference is making individual choice on how to choose something. Preference is the degree to which decision makers has an option or desire to something. By this choice, he or she can prefer to choose A rather to option B or option C (Warren, McGraw & Boven, 2011). Preference can be revealed through choices and measured through rating scales or responses.

Grasha (1994) mentioned that there are five categories of teaching styles. They are expert, formal authority, personal model, facilitator, and delegator styles. In addition, Long and Coldren as cited in Coldren and Hively (2009) stated that teaching style was the most important predictor of students' success in the class. This means, to reach the students' success, the teachers are necessary to know students' preference of teaching style. Therefore, the teachers can apply appropriate styles to teach their students.

Making classroom enjoyable and comfortable is needed. Gumm (1994) said that giving students praise, encouragement, and clarity make students enjoy and get interested in learning and make them join the class. Other experts, Saracho, Spondek, Taylor and Wentura as cited in Zhang (2004) said that some of the researchers have suggested that teachers' teaching styles and students' learning styles give influence on students' learning. In the learning process, the teachers have a big impact on the students. Therefore, teachers are responsible to make the students understand well about the material or the subject.

How a teacher delivers the material or the subject to the students is important because this can encourage the students to learn. The teacher who knows the situation and condition of the classroom and uses the appropriate teaching style to handle the class will make students get interested in joining the class. According to Ananda, Febrianti and Yamin (2017), when teachers know what their students want in teaching and learning process, they can prepare the appropriate teaching styles and it will help students understand the subject or the material which they learn in the

classroom. Therefore, if the students understand well about the subject or the material, the students will be enthusiastic to learn. It will give effect on students' achievement too.

Moreover, the students who have enthusiasm to learn may like their teacher or the subject. They usually pay high attention during teaching-learning process, try to solve the problem of the subject or material, or ask their teacher when they find difficulties during the learning process. Their success is related to how well they understand the subject or material explained by their teacher. If the students learn more, they can improve their achievement.

Students' achievement can be affected by many factors. One of the factors that can affect students' achievement is how the teacher teaches the students during the learning process. Before teaching the students, the teacher needs to know the subject they will teach, students' characteristics, the situation of the classroom, and the appropriate way to deliver the subject. If the students are interested in the teaching style used by the teacher they will be enthusiastic to learn. Therefore, the teacher needs to have a good teaching style suitable to their students. This way can build the students' interest to learn.

Teachers including the lecturers of English Language Education Department (ELED) in a private university in Yogyakarta have their own teaching styles to teach their students. Sometimes, some of the lecturers at ELED become guide or facilitator for the students. Other lecturers play the expert which means the lecturers give

detailed information they have to the students. The success of their teaching can be measured by how well the students understand what they teach. The match between teachers' teaching style and students' learning style can influence the students to learn in the classroom.

Ideally, teachers' teaching style matches with students' learning style. Zeeb's as cited in Kang'ahi, Indoshi, Okwach, and Osodo (2012) stated that the matching between teaching style and learning style could lead to an improvement in academic achievement. However, based on the experience of the researcher during her study, the researcher has certain preference on teachers' teaching style during teaching and learning process at English Language Education Department. From the experience of the researcher, if the teaching style was suitable for the researcher, the researcher would be very interested in joining the class. The researcher paid higher attention to teacher's explanation and the researcher felt excited to learn during the learning process. Probably, not all teachers know the teaching styles preferred by the students of English Language Education Department.

Teachers have their own way to teach their students. If teachers' teaching style is not suitable with students' learning style, the students might not focus during teachers' explanation and the students will not be interested in joining their class. Therefore, it will give effect on students learning which can influence on student's achievement. This phenomenon made the researcher want to find out teaching style preferred by the students at English Language Education Department in a private university in Yogyakarta".

Statement and Limitation of the Problem

Teaching is an important part in education. Teachers have their goal in teaching the students. One of the goals which the teacher can reach is students' understanding on teachers' explanation. If the students understand what the teachers teach, it will influence the students' achievement. One of the factors that influence the students' achievement is teachers' teaching style. However, there is possibility that not all teachers know about teaching style preferred by their students. The information about teachers' teaching style preferred by the students is important. Therefore, this research to find out the students' preference of teaching style at English Language Education Department was conducted.

The researcher limited the problem of the research to focus on teachers' teaching style preferred by the students of English Language Education Department batch 2015 of a private university in Yogyakarta. The students chose the teaching style that they like. Preference in this research means that the participants tend to choose one of five options. Teaching style in this research is defined as the role of the teacher through the teaching and learning process in the classroom. The researcher used Grasha's categorization of teaching style which mentions and describes the kinds of teaching styles.

The Research Question

In this study, the researcher tried to find out students' preference of teaching style at English Language Education Department. The researcher formulates a research question. The research question is "What are the kinds of teaching styles

preferred by students at English Language Education Department in a private university in Yogyakarta?”

The Objective of the Research

The objective of this research is to find out the teaching styles preferred by the students at English Language Education Department batch 2015.

The Significance of the Research

There are some significances of the research. The significance of the research is important for the students, teachers and next researchers.

Students. This research has significance for the students. This research can help the students know the kinds of teaching styles preferred by the students of English Language Education Department. Although the students have no policy to determine one of them to be applied, they know which teaching styles are mostly preferred by the students of English Language Education Department.

Teachers. This research is important for the teachers because they can get information on the teaching styles preferred by the students of English Language Education Department. Therefore, although every teacher has their own teaching styles applied to the students, by knowing the students' preference of teaching styles, they can adjust their teaching styles to the students' need. This research can also be used as reference to teach the students.

Next researchers. This research is also important for next researchers. This research gives information about students' preference of teaching styles of English

Language Education Department. Moreover, the result of this research can be used as a reference about teaching style in detail.

The Outline of the Research

This research discusses the students' preference of teaching style at English Language Education Department in a private university in Yogyakarta. This research consists of five chapters. The five chapters are:

Chapter One. The researcher shows the introduction. The introduction discusses some points. The points consist of the background of the study, the statement and limitation of the problem, the research question, the objective of the research, the significance of the research and the outline of the research.

Chapter Two. The researcher discusses the literature review related to the topic. This chapter also discusses the theories which support the research. This chapter also provides conceptual framework.

Chapter Three. This chapter discusses methodology, research design, research setting, population, sample and sampling, data collection method, validity and reliability and data analysis. The researcher describes the methodology used in this research; the researcher explains the population and sample used to collect the data. The researcher also explains the way to take the data. In data analysis, the researcher used statistical tool to measure the reliability.

Chapter Four. In this chapter, the researcher presents the result of the data analysis. The researcher also coded the data gathered from one open ended question

in order to supports the result. The result from data analysis is showed to answer the research question.

Chapter Five. In chapter five the researcher provides the conclusion and suggestion of the research. The researcher concludes the result of the research. Additionally, the researcher also gives suggestion to the related parties.