



# English Teachers' Teaching Styles and Their Effects on Students' Reading Interest at Senior High School

*Gaya Mengajar Guru Bahasa Inggris Dan Efeknya Pada Minat Baca Siswa Di Sekolah Menengah Atas*

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## ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis gaya mengajar guru yang diaplikasikan oleh guru bahasa Inggris selama proses pembelajaran materi bacaan bahasa Inggris dan untuk mengetahui jenis gaya mengajar yang sangat berpengaruh pada daya minat membaca pada siswa Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar. Peneliti menerapkan metode penelitian kualitatif deskriptif yang melibatkan guru-guru bahasa Inggris Madrasah Aliyah beserta siswa-siswa mereka. Data diperoleh dengan menggunakan daftar observasi dan wawancara untuk mengidentifikasi jenis-jenis gaya mengajar guru. Peneliti juga menggunakan kuisioner untuk mendukung data yang ditemukan dengan tujuan mencari tahu jenis gaya mengajar yang sangat berpengaruh pada daya minat baca siswa. Hasil penelitian menunjukkan bahwa para guru mengaplikasikan 5 macam jenis gaya mengajar, berdasarkan teori Eric Gill (2003), yaitu authority atau lecture style, demonstrator atau coach style, facilitator atau activity style, delegator atau group style dan hybrid atau blended style.; Gaya mengajar yang dominan digunakan ada 2 yaitu authority atau lecture style dan facilitator atau activity style. Data juga menunjukkan bahwa minat baca siswa terkait dengan gaya mengajar guru dapat dikembangkan dengan menggunakan gaya mengajar fasilitator atau activity style. Oleh karena gaya mengajar fasilitator atau activity style fokus pada kebutuhan siswa dan tetap memperhatikan interaksi antara guru dan siswa, peneliti menyarankan agar para guru mempertimbangkan penelitian ini ketika mereka mengajar tanpa mengabaikan gaya mengajar lainnya dan melibatkan siswa secara aktif dalam proses pembelajaran bacaan bahasa Inggris.

**Kata Kunci:** mengajar; minat baca

## ABSTRACT

The purposes of this research were to identify types of teachers' teaching style that English teachers applied during the process of English reading learning and to find out what type of teachers' teaching style that affected the students' reading interest of the students of Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar. The researcher applied a descriptive qualitative research which was involved the English teachers of Madrasah Aliyah and their students. The data were collected by using observation checklist and interview in order to identify types of English teachers' teaching style. The researcher also used questionnaire to support the data in order to find out type of teaching style that affected students' reading interest. The result showed that the teachers applied five teaching styles, based on Eric Gill's Theory (2003), namely authority or lecture style, demonstrator or coach style, facilitator or activity style, delegator or group style and hybrid or blended style.; The teaching styles that dominantly used by the teachers are authority or lecture style and facilitator or activity style. The data also showed that the students' reading interest related to the teachers' teaching style could be formulated by facilitator or activity style. Since the facilitator or activity style focus on the students' needs and goals and still notice the teacher-student interaction, the researcher suggests the teachers consider this studying when they teach without ignoring other styles and involved the students actively in English reading learning process.

**Keywords:** teaching style; reading interest

## 1. INTRODUCTION

High school students have to master reading material in order to improve students' ability to get a good score in English subject since most of the material is contain about reading. All students are expected to be able to know and understand the type of reading text, the main idea of the text, the social function of the text, factual information, the language feature, vocabulary, the comprehension and stated and unstated information of the text. Reading is one of the most challenging activities for most of students at school. Certainly, this important skill helps students succeed in their learning process at school and in their lives in general (Dechant, 1991). Many factors that influence the success in learning English reading text and one of the most important factor is a teacher. A teacher as a role model in implementing educational programs has many roles for instance as a manager, a leader, a supervisor, a learning planner, a motivator, a facilitator, and an evaluator (Rosalia, 2017). All teachers have their own style in teaching and it depends on the context and the students' need to create an effective learning.

One of the determining in learners' successful learning is teaching styles (Knowles, 1980). Teaching style can be defined as consisting of the roles that the teacher plays in the classroom. It is something which deals with the guides and directs the teacher's instructional processes, and that has effects on students and their ability to learn (Grasha, 1996:1) In order to make the students understand well about the reading text that they learned, the teacher needs to have some teaching style that make the teaching process easier to understand and more interesting to learn for the students. Reading skill was very crucial in education system, As Burgon (1995: 78) declare that reading is the most worth skill that EFL learners should be mastered, it is the key for successful of academic, capacious future, and the way for new knowledge and information.

A teacher that able to arrange or manage the classroom and motivate the students to be active in learning process means have a good teaching style. Some activities that the teacher can conduct to their students in order to make they interested in learning reading text such as ; (1) "The Last Word" games where the teacher divides the students into a small group work then the teacher gives them a copy of text after that the team chooses how many words each student should

read. For example five words. In addition, allow the students to choose the order of reading. Once the students begin to read, the winner is the group who follows the rules and manages to be the person to read the last word. (2) Skimming reading activity where the teacher provides the students with a list of words in native language to find the words in English text that they read. The words could be nouns, verbs, adjectives. After that the activity can be continue by finding the synonym of the words. (3) Making true-false statement where the teacher provides a text to the students then allow them five minutes to create a list of true or false statements based on the text. Reading activity or habit was considered successful or beneficial if students were satisfied and completed their basic needs, such as the sense of security, status, certain position, freedom based on the reality and development stages.

Several related studies have been undertaken about teachers teaching style. There were studies done about teaching style such as teaching style and students' academic engagement by Shaari et al (2014), teaching style with teachers' classroom management approach by Kazemi et al (2016) and teachers' teaching style and their effects on students' interest by Rosalia (2017). However, there has been little discussion about teachers' teaching style and students' interest in learning English and no information available about the teachers' teaching styles in teaching English reading and type of teaching style that can affect the student's reading interest significantly. Then, it was aimed to find out what types of style that the teacher used in teaching English at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar and what type of the teaching style that can affect the students' reading interest significantly in learning English reading at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar.

## 2. LITERATURE REVIEW

### 2.1 Theoretical Description

#### 2.1.1. Type of Teacher's Teaching Style

Teaching style is the unique pattern of classroom practices displayed by an instructor in the classroom. Teaching style emerges from the instructor's beliefs, needs, education, personality and approach to learning.

Every teacher has a different teachers' teaching style since they have a different personality and different

problems in their classroom. Bennet (1976) categorized informal (student-centered) and formal (teacher-centered) teaching styles. Diverse classification and categorization could be observed for teaching styles. Jarvis (1985) uses three classifications to determine methods of teaching, as follow:

- 1) Controlled didactic style through lectures and students taking down notes.
- 2) Socratic style when teacher asks a question and students respond.
- 3) Facilitator style is when a teacher prepares the learning environment and the students themselves are responsible for their education.

Stein and Miller (1980) have categorized the teaching style into two types, as follows:

- 1) Expressive style refers to the emotional relationship created by the teachers to their student deals with the warmth, authority, sympathy, trust and some emotional aspects shown by the teacher. This style is used to control the students and managing the classroom activities.  
Generally, teachers who practice this style will serve as a helpful mentor and could tolerate their students.
- 2) Instrumental style refers to the teachers way in carry out the task to assist their students, planning the lesson, setting up the classroom standard and ensure their students achieve the standards set.

According to Eric Gill (2003: 204) in his article on a blog by Concordia University Portland about Teacher Teaching Style in the part for teachers, there are 5 effective teaching styles that most educators tend to use. Those teaching styles are:

- 1) The authority or lecture style.  
The authority style is a teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information. In this style, teacher is more active while students are passive. This style is questionable model for teaching children, because there is little or no interaction with the teacher. It will make students bored or sleepy. Therefore, this style is a better approach for older, more mature students.
- 2) The demonstrator or coach style.  
The demonstrator refers to the formal authority role by showing the students what they need to know. The demonstrator is a lot like the lecturer, but their lesson

includes the multimedia presentation, activities (individual or grouping), and demonstrations. This style gives teachers opportunities to incorporate a variety of formats including lectures and multimedia presentations.

- 3) The facilitator or activity style.  
Facilitator promotes self-learning and helps the students develop critical thinking skills and retain knowledge that leads to self-actualization. The facilitator or the activity style style trains students to ask questions and helps develop skills to find answer and solutions through exploration; it is ideal for teaching science and similar subjects.
- 4) The delegator or group style.  
This style is best suited for curriculum that requires lab activities, such as biology and chemistry, or subjects that warrant peer feedback, like creative writing and debate. As a delegator, the teacher acts more as a consultant rather than the traditional authority figure.
- 5) The hybrid or blended style.  
The last style is hybrid style. This style follows an integrated approach to teaching that blends the teacher personality and interests with students' needs and curriculum-appropriate methods. This style was inclusive and enables teachers to tailor their styles to student need and appropriate subject matter.

### 2.1.2. Student's Reading Interest

Adetoro (2010) discussed that in all cases of reading interest, the attention may arise from the particular needs of an individual. In senior high school, the interest to engage in the activity of reading arises from a need to gain information about the type of the text, the social function or the purpose of the text, the generic structure, the language feature and the comprehension of the text.

According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating or fulfilling reading material can potentially be.

There are two principles in the procedure of interest measurement (Anastasia, 1982:576). First measurement deals with the respondents' like or dislike for a wide variety of specific activities, objects or types of person that he or she commonly encountered daily. The

second is the reason was empirically keyed for different occupation.

Bidu in Rosalia (2017) has introduced some various ways to get information of someone interest of preferences as follow:

- 1) Asking people what they are interested in. People may have little insight into what they are interested in or what particular occupation detail.
- 2) Observing person behavior in various situation or participation in various activities, inferring interest from knowledge of specific occupation, administer and interest inventory.

Moreover, Mapprenma (2002:9) has also introduced one way to measure the students' interest. To know someone interest, he used a questionnaire that consist of some questions with positive and negative statements. Then, he scored the positive statements with a high score and low score for the negative statement.

Crow and Crow state that there are three factors which influence students' reading interest (as cited in Fadliyatis, 2014, p. 4). They are intrinsic motivation, social motive and emotion. Intrinsic motivation involves students' curiosity that generates their interest in reading. Social motive involves the activities supported by the environment. emotion involves students' feeling when reading.

Furthermore, according to Fadliyatis (2008), reading interest could be measured through pleasure, attention center, time usage, reading motivation, reading emotion and reading effort.

## 2.2. Previous Related Studies

1. Shaari, A.S.et.al. (2014) concluded that as for the lectures' teaching style, majority of the lectures use personal model followed by expert style, while delegator style gets the lowest mean. Majority of the respondents were found to have involved in academic engagement. The result also showed that there was a significant but moderate relationship between lectures' teaching style with the students' academic engagement.
2. Kazemi,A and Soleimani.N (2016) conducted a research under the title on the relationship between EFL Teachers' Classroom Management Approaches and the dominant teaching style. Their research was showed that Iranian EFL teachers followed interventionist or controlling

classroom management approaches and predominantly uses the formal authority teaching style.

3. Massada, (2016) revealed about the analysis of teachers' teaching styles and their effects on student' motivation at SMA Negeri 2 Majene. Massada's research focused her on teaching style that are applied by the English teachers and the effects of English teachers' teaching styles on the students' motivation and it was concluded that (1) the English teachers at SMA Negeri 2 Majene applied four teaching styles, namely expert, formal authority, personal model, and facilitator. The dominant teaching styles in this research were expert, personal model, and formal authority. (2) the researcher elaborated students' motivation into four categories which are based on Keller's theory; they are attention, relevance, confidence, and satisfaction. In conclusion, the researcher found that teaching styles of the teachers affected students' motivation.
4. Rosalia (2017) in her research has concluded that a teacher as a role model in implementing educational programs is the important factor to do many roles for instance as a manager, a leader, a supervisor, a learning planner, a motivator, a facilitator, and an evaluator.

The similarity between the previous studies above and the present study is the use of teaching styles as the focus of the research. The difference between the previous studies and the present study is the setting. The previous studies analyzed the teaching styles and the relationship with the student' result, classroom management, students' motivation and teachers' role in students' interest to learn English while the present study will analyze the teaching styles and the relationship with the students' reading interest while learning English reading material.

## 3. RESEARCH METHOD

### 3.1 Research Approach

This research used a qualitative research approach. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context in particular populations (Mack, Woodsong, Macqueen, Guest and Namey, 2005). It is also said that analytical objectives of qualitative research are to describe variation, to describe and explain relationship, to describe individual experiences, and to describe group norms.

Qualitative research has few characteristics (Lodico, Spaulding, Voegtler, 2010). Some of them are: studies in qualitative method are carried out in naturalistic settings, in qualitative the research question designed to explore, interpret, or understand the social context, and the study data report is narrative form or using words rather than numbers.

### 3.2. Research Design

This research employed descriptive qualitative design in order to describe the types of teaching styles that are used by the English teachers of Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar and the type of teachers' teaching style that affect the students' reading interest significantly at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar.

### 3.3. Research Instrument

The research instruments that were used by the researcher contain observation, recording, interview and questionnaire.

#### 1. Classroom Observation

The researcher observed the teaching and learning English reading process by using the observation checklist in order to find out the type of teaching styles that are used by the teachers in teaching-learning English reading process.

#### 2. Recording

Recording is the instrument used by the researcher to observe the English reading learning process. The researcher observed the teaching-learning process by using audio-video recording. The tools are used to keep the data to be authentic during the teaching-learning process.

#### 3. Interviewing

The interview conducted to the teachers and the students. An interview is typically a face-to-face conversation between the researcher and a participant involving a transfer of information to the interviewer (Cresswell, 2012). It is related to the teacher's styles type in the teaching-learning English reading process. The interview is conducted after doing the observation classroom in order to support the result of the observation

#### 4. Questionnaire

The researcher also conducted a questionnaire in order to know the type of teaching styles which is used by

the teacher that affect the students' interest significantly in learning English reading process. It was also conducted by the researcher after doing the classroom observation. This instrument is conducted to support the data of the observation checklist and the interview.

### 3.4. Technique of Data Analysis

After collecting the data, the researcher analyzes the data. This qualitative research is analyzed by using Interactive Model Designed by Miles and Huberman (2014) which involves some stages.

#### 1. Data condensation

On this stage, the researcher reduced and transformed the data from the observation checklist, audio-video recording, interview and the questionnaire by selecting and categorizing the data. Miles and Huberman (2014) said that data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in written up field notes or transcription.

After collecting the data, the researcher transcribed the teachers' teaching style related to how they conducted their teaching-learning process in English reading material from audio-video recording by listening and watching carefully and then write them on papers. The researcher also transcribed the interview and the questionnaire that are conducted to the teachers and students.

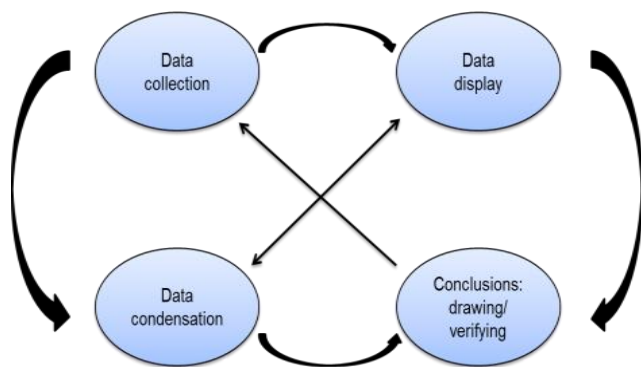
#### 2. Data display

The next stage was data display where the researcher organized and compressed assembly of information in a logical and systematic or in another word present a set of information that can make the researcher point is easier to be understood. The researcher identified (coding), selected (labeling), and classified on the analyzing needs which is related to the topic of the research after transcribe the data into written transcript. The transcript is a code to answer the research questions.

#### 3. Conclusion

The last stage is making conclusion in which the researcher concludes the result of data analysis. This conclusion is followed by evidence on the research location. From the start of data collection, the qualitative analysis interprets what things mean by noting patterns, explanation, causal flow and propositions.

The process of data analysis in this research will be shown as following diagram:



**Figure 1.** Components of data analysis: Interactive Model (Miles and Huberman, 2014)

## 4. RESULT AND DISCUSSION

### 4.1. Results

The researcher found some findings. This research is about types of teachers’ teaching style and the type of teaching style that can affect the students’ reading interest significantly in learning English reading. The data were collected from the observation classroom, interview and questionnaire. The observation had already done in teaching learning process. The interview was given to the teacher and the students then the questionnaire was given to the students.

#### 4.1.1. Teaching Styles Applied by the English Teachers

Based on the data analysis, it was found that the types of teaching style that are used by the teachers at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar as follow:

**Table 1.** The Result of the Observation Checklist for the First Teacher

Teaching Style	Meeting		
	First	Second	First
Authority or Lecture Style	3	2	6
Demonstrator or Coach Style	1	3	2
Facilitator or activity	3	1	3
Delegator or Group Style	2	2	3
Hybrid or Blended Style	0	0	0

From the first meeting above, it is showed that the first teacher’s teaching style is dominantly applied the authority or lecture style and facilitator or activity style. The second meeting of the first teacher above

showed that the dominant teacher’s style that the first teacher applied is the demonstrator or coach style and it was followed by the authority or lecture style and the delegator or group style. Then, on the transcript of the last meeting it was found that the first teacher dominantly applied only the authority or lecture style and the teacher did not applied the hybrid or the blended style from the first meeting until the third meeting.

**Table 2.** The Result of the Observation Checklist for the Second Teacher

Teaching Style	Meeting		
	First	Second	Third
Authority or Lecture Style	1	0	0
Demonstrator or Coach Style	0	1	0
Facilitator or activity	2	1	12
Delegator or Group Style	2	1	5
Hybrid or Blended Style	1	0	0

The observation checklist above showed that the second teacher dominantly applied the facilitator or activity style and delegator or group style at the first meeting and on the next meeting, the teacher not only applied the facilitator or activity style and delegator or group style but the teacher also applied the demonstrator or the coach style. For the last meeting, the second teacher is dominantly applied the facilitator or activity style.

#### 4.1.2. Teaching Styles that Affected the Students’ reading Interest Significantly

The researcher analyzed students’ reading interest in English reading learning process through classroom observation, interviews and questionnaire. It was found that indicators of students’ reading interest in English reading learning at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar were pleasure, attention center, reading motivation, reading emotion and time usage. The questionnaire as the supporting data of the observation and the interview to analyze the type of teaching style that can affect the students’ interest significantly in learning English reading was conducted to the students of the first teacher and the second teacher. There were 21 students of the first teacher and 14 students of the second teacher who filled in the questionnaire. The result of the questionnaire for the first teacher is presented as follow:

**Table 3.** The Questionnaire Result of Students' Reading Interest Affected by the First Teacher's Teaching Style

Frequency Reading Interest	(5)	(4)	(3)	(2)	(1)
Pleasure	8	3	9	1	-
Attention Center	5	6	8	2	-
Time Usage	-	-	16	5	-
Reading Motivation	6	2	9	4	-
Reading Emotion	5	3	11	-	2
Reading Effort	11	6	4	-	-
<b>Total</b>	<b>35</b>	<b>20</b>	<b>57</b>	<b>12</b>	<b>2</b>
<b>Total Score</b>	<b>175</b>	<b>80</b>	<b>171</b>	<b>24</b>	<b>2</b>
<b>Percentage</b>	<b>28%</b>	<b>16%</b>	<b>45%</b>	<b>10%</b>	<b>1%</b>

Score:

- Always = 5
- Often = 4
- Sometimes = 3
- Seldom = 2
- Never = 1

The result above shows that most of the students or 45% from 21 students of the first teacher choose the option *sometimes* related to their reading interest toward on their teacher's teaching style. There are 9 students (7%) of the students sometimes feel *pleasure* and 8 students (6%) sometimes pay *attention* during the reading learning process. Next, 16 students (13%) sometimes have *time usage* to read their English reading text book or another source, 9 students (7%) sometimes have motivation to read their English reading text, 11 students (9%) sometimes feel their emotion or enthusiasms in their reading text and 4 students (3%) sometimes have an effort to read another English text beside their learning material.

Meanwhile the result of the questionnaire for the second teacher students' reading interest toward her teaching style is presented as follow:

**Table 4.** The Questionnaire Result of Students' Reading Interest Affected by the Second Teacher's Teaching Style

Frequency Reading Interest	(5)	(4)	(3)	(2)	(1)
Pleasure	10	2	2	-	-
Attention Center	6	5	2	1	-
Time Usage	-	-	9	3	2
Reading Motivation	5	2	5	1	1
Reading Emotion	10	2	2	-	-

Frequency Reading Interest	(5)	(4)	(3)	(2)	(1)
Reading Effort	8	2	4	-	-
<b>Total</b>	<b>39</b>	<b>13</b>	<b>24</b>	<b>5</b>	<b>3</b>
<b>Total Score</b>	<b>195</b>	<b>52</b>	<b>72</b>	<b>10</b>	<b>3</b>
<b>Percentage</b>	<b>46%</b>	<b>15%</b>	<b>29%</b>	<b>6%</b>	<b>4%</b>

Score:

- Always = 5
- Often = 4
- Sometimes = 3
- Seldom = 2
- Never = 1

The result above shows there are 46% or almost all indicators of reading interest from the students of the second teacher are *always* interesting in learning English reading toward their teacher's teaching style. The pleasure is contained 10 students (12%), attention center is 6 students (7%), and reading motivation of the second teacher students is contained 5 students (6%). For the students' reading emotion in learning English reading text is contained 10 students (12%) and for their effort to read English reading text beside their learning text is chosen by 8 students (9%). However, there are 9 students (11%) from 14 students chose *sometimes* spending time by reading activity in their spare time.

#### 4.2. Discussion

Based on the observation and the interviews for the teachers and the students, the researcher found that the teaching style dominantly applied by the first teacher was authority or lecture style and for the second teacher's dominant teaching style was facilitator or activity style.

The observation and the interview data showed that the teaching style of the teachers was fun and it made the students felt happy or pleasure because it was not too strained and sometimes there were jokes and games while they were studying. The students also approved it on the interview and it was supported by the questionnaire data that showed 8 students (6%) of the first teacher always feel pleasure and 10 students (12%) of the second teacher always feel pleasure toward their teachers' teaching style in learning English reading. It implies that the second teacher teaching style's affects the students' interest to feel pleasure during the reading learning process better than the first teacher teaching style.

The second indicator is attention center. This indicator is mostly shown in classroom observation where the students focus on the teachers' explanation about the reading material since the teachers explained the reading material in detail. The questionnaire found that 5 students (4%) of the first teacher always interested toward their teacher's teaching style and 6 students (7%) of the second teacher always interested to their teacher's teaching style.

Next indicator is time usage where the students spend their spare time to read English reading material. Based on the interview, it is showed that students sometimes spend their time to read or learn their reading material only when they have an assignment or a task from their teacher. The students also read English reading when they have nothing particular activity at the time. From the questionnaire 16 students (9%) from 21 students of the first teacher sometimes use their spare time to read and 9 students (11%) from 14 students of the second teacher also sometimes read in their spare time. On this indicator, none of the students of the both teachers choose always or the highest indicator in using time to read English reading text.

Reading motivation is one of the students' reading interest indicator's where students' curiosity generates their interest in English reading learning. Students' reading motivation is shown on the students' respond during the English reading process. Afterwards, the questionnaire showed that 6 students (5%) of the first teacher always motivated during the process of the English reading learning and the second teacher's students showed 5 students (6%) always motivated by their teacher's teaching style.

The fifth indicator is reading emotion. Reading emotion involves students' feeling when they read. In this present research reading emotion also involves teachers' teaching style in learning English reading process that can affect the students' reading interest. The students' reading interest of the first teacher showed only 5 students (4%) always feel their emotion to the reading material that the teacher explained but in the other side the students of the second teacher consist of 10 students (12%) who feel their emotion toward the reading material taught by their teacher. It implies that the second teacher teaching style's is affected significantly the students' reading emotion.

The last indicator is reading effort. The students' effort to read is one of the indicators to measure the students' reading interest. The interviews obtained that the students sometimes effort to read since their teachers gave them an assignment or task related to the English reading material that they have learned. The questionnaire showed that 11 students (9%) from 21 students of the first teacher always effort to read and there were 8 students (9%) from 14 students of the second teacher have the same with the first teacher's students.

From the indicators of students' reading interest in English reading related to the teachers' teaching styles at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar, it can be seen that 45 % of the students' reading interest from the first teacher chose the option *sometimes* affected and in the other side 46 % of the students' reading interest from the second teacher chose the option *always* affected by their teacher teaching style.

Based on the findings above, the type of the teaching style that can affect the students' reading interest significantly in English reading learning at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar is facilitator style which emphasized on the learning process of English reading that involved teacher-student interactions by the second teacher. The teacher guides and directs the students by asking questions, exploring options, suggesting alternatives on students' need and goal and also encouraging them to develop their capacity for independent action, initiative and responsibility. Still, the teachers stay focusing on students need and becoming a good listener to enhance teacher-student interaction.

## 5. CONCLUSION

The purpose of this research was to find out the types of style that the teachers are used in teaching English reading at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar and the result of the finding signified that the English teachers applied five teaching styles, namely authority or lecture style, demonstrator or coach style, facilitator or activity style, delegator or group style and hybrid or blended style in English reading learning but the dominant teaching styles used by the first teacher were authority or lecture style meanwhile the dominant



teaching styles used by the second teacher were facilitator or activity style. The finding shows that teaching style can be varied based on the situation of the class and the personal characteristic of the teachers and the students.

Based on the observation data, interview and the questionnaire, type of teaching style that can affect the students' reading interest significantly in English reading learning at Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar is facilitator or activity style where the teacher focus on the students' needs and goals and still notice the teacher-student interaction. The students are interested in learning English reading since they are actively involved in learning process and the teacher also conducted some digital learning which enhances their curiosity and pleasure.

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