

**TEACHING STYLE OF MATTAYOM TEACHERS
AT SCHOOL OF ISLAMIC EDUCATION FOUNDATION
AT BAKONG PITTAYA PATTANI
SOUTHERN THAILAND**



THESIS

Submitted to Faculty of Tarbiya and Teacher Training IAIN Purwokerto
as A Partial Requirement to Obtain a Title of Education (S.Pd)

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2016**

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ABSTRACT

Teaching is a duty for every teacher. Teachers, on duty, have different style that included method and approach. Furthermore, teaching style is influenced by many factors, one of them is the way teacher taught at past. Further, teaching style has five varieties i.e expert, formal authority, personal example, facilitator, delegator.

In addition, this research observed kinds of teaching style that mattayom teachers use and its factors at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand especially on class 10. Further, the writer conducted this research because the writer saw that the conflict between moslem minority and buddhist majority in Thailand did not influence the learning process at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand as government-sponsored school. So that why this research is essential to be discussed.

Furthermore, this research belonged to qualitative-descriptive on field research by using case study approach to obtain more data about teaching style of mattayom teachers and its factors at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

In brief, the teaching style of mattayom teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand comply the theory of the teaching style. So does its factors.

Keyword: Teaching Style, Mattayom Teacher

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CHAPTER 1

INTRODUCTION

A. Background of The Study

Education has always been awash with new ideas about learning and teaching. Teachers are regularly bombarded with suggestions for reform. They are asked to use new curricula, new teaching strategies, and new assessments. They are directed to prepare students for the new state standardized test or to document and assess students' work through portfolios and performance assessments. In addition, teacher, applying new curricula, new strategies and new assessments on learning, will always interpolate his style. Teaching style is influenced by personal characteristics, experience and preparation in education and context of teaching. Further, personal characteristics which influence teaching are about gender, age, experience, personality, believe and learning style. Then, educational experiences that influence teaching are about how teacher was taught, how teacher prefers to teach, teacher's subject matter background, and teacher's teaching preparation. What about context of teaching? Contextual factors are about materials and equipment, time.¹

Hence, the differences among teaching styles, on students' perspective, could create the differences between educational quality and students' comfort on conducting the learning process. Teaching style demands students going to notion development. Students like teachers who

¹Donald et al, *The Act of Teaching* (New York: Mc Graw Hill, 2006), pg. 3.

has same style on learning and teaching.² Further, eventhough the culture of teaching tends to memorize material, as matter of fact, individual differences has variety of significant effect on how teacher teaches students to learn.³

Furthermore, several teaching styles the writer observed in a school when the writer stayed at Thailand about 5 months for community service and internship programme at once was interesting to be written on research because the writer saw there was a conflict between Moslem minority and Buddhist majority in Thailand which was indicated with explosion of bombs, but the conflict did not influence the teaching style in schools i.e how teachers presented information (method), interacted with students and managed the classroom (approach) or the writer called by teachers teaching style especially on mattayom, class 10. Furthermore, the writer chose teaching style to be observed deeply because it was the way teacher and student most comfortable in learning process. Further, teaching styles are more than interesting qualities people possess⁴ which was being important way to educate students to be educated people. It was seen by consistently using several methods and approaches. Further, the writer ever read some articles of teaching styles in internet that made the writer was more serious to observe it at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

²Bruce Joyce, dkk. *Model-Model Pengajaran*, terj. Achmad Fawaid dan Ateilla M, (Yogyakarta: PUSTAKA PELAJAR, 2009), pg. 88.

³Bruce Joyce, dkk. *Model-Model*, pg. 92.

⁴Anthony F. Grasha, *Teaching with Style; A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Style* (United States: Alliance Publishers, 2002), pg. 155.

Furthermore, Thai Education system, it consists of 12 years free basic education: 6 years of “Prathom” (primary education, P1 to P6) and 6 years of “Mattayom” (secondary education, M1 to M6). Enrolment in the basic education system begins at the age of 6. The current Thai Education system stems from the reforms set by the 1999 National Education Act which implemented new organisational structures, promoted the decentralisation of administration and called for innovative learner-centred teaching practices. The Thai education system provides 9 years of compulsory education, with 12 years of free basic education guaranteed by the Constitution.⁵

In addition, the Ministry of Education approved government-sponsored and private schools like religious schools.⁶ Further, Islamic education in Southern Thailand can generally be divided into three types. The first type is the government-sponsored school. This type of schooling offers Islamic education in conjunction with the national curriculum. The language of instruction is Thai. Further, School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand is a government-sponsored school that made approval inquiry on observation easy to be done. Furthermore, this school is better than the schools the writer ever visited. So that why the writer chose this school to be location of write’s research. The second type is a private Islamic school. In some areas, this school is referred to as a madrasa(h). The private Islamic school may offer non- Koranic subjects such

⁵Ministry of Education, *Toward a Learning Society in Thailand; an introduction to Education in Thailand* (Thailand: November 2008), pg. 2.

⁶Kannikar Pinyakong et al, *Development of Secondary Schools in Thailand* (Paris: United Nations Educational, Scientific, Cultural Organization (UNESCO), 2007), pg. 18.

as science and math, as well as the teaching of foreign languages (Arabic and English). These schools are usually registered with the government. The third type is a pondok. This school is very simple in structure; generally, it is attached to a mosque. The name, pondok, refers to the huts that the boys stay in while pursuing their studies. A pondok school is deeply personal and intimate, and is traditionally built around its teacher, the local imam, or its founder (who could be both). The language of instruction at many pondoks is Malay. The teaching of Malay and Jawi are important features of the cultural heritage of Islamic education in Southern Thailand. At all the Islamic schools in Thailand, it is required that girls wear hijab, or headscarfs. Boys are expected to wear kopiah, or caps.⁷

In brief, based on preliminary research performed on Sunday, November 22, 2015 in School of Islamic Education Foundation at Bakong Pittaya Pattani, Southern Thailand, the writer saw the culture of teaching tended to memorize material and lecture, because mostly, teachers at School of Islamic Education Foundation, Bakong Pittaya were graduates of Islamic boarding school. Then, the culture of teaching in Islamic boarding school was lecture, memorizing, reading one by one. It could not be denied that when he was a student in Islamic boarding school, teacher would remember the style his teacher taught him. Because what teacher got in Islamic boarding school during a student, as matter of fact, it influenced how teacher taught at School of Islamic Education Foundation.

⁷Anthony D. Medrano, *Islamic Education in Southern Thailand: A Photo Essay* (Manoa: Volume 7, Issue 2, Spring 2007 (Special Edition: Islam in Southeast Asia)), pg. 57-58.

Furthermore, Teacher, by using lecture on his teaching, would not only stand in front of class or sit down on the chair then read the text in a book. He also used his expression like a story telling, he made a headline and explained it well till the students understood what teacher talked about. It was seen that individual differences has variety of significant effect on how teaches students to learn. Furthermore, teacher, by using memorizing material, would explain what the material meant. So, students would be easier to memorize it. Then, teacher, by using way of reading one by one, would asked students coming forward and read then explain it. If the student got wrong, teacher would give some justification untill the students understood.

In addition, the writer interviewed female teachers such *ustadzah* Ja'ranah Sammoh as a *Islamic history* teacher in grade 10 on Desember 13, 2015 in teacher's room. She was a graduate from Islamic boarding school of Darul Ma'arif Pattani. Eventhough she was taught by using lecture and memorizing by the teacher in Islamic boarding school before, she did not think that her students would get the same style on teaching. She thought that her students should be given other teaching style as suitable as their interestment and aptitude. It was seen from how she taught her students. For tarbiyah subject, she taught students by using lecture and group discussion. For Islamic history subject, she used more often discussion than field trip. It was seen when she persuaded students to go to many historic buildings by using school bus. She assumed that discussion and field trip made students understood on the material. Further, Edgar Dale said that observation is

combined with participation the field trip becomes more meaningful.⁸ So, material of subject could be taught by using field trip and discussion, but she used more often on discussion, so the writer would be focus on the way of teaching by discussion.

Furthermore, the writer interviewed *ustadz* Zakaria Ismail, he was a graduate of Islamic boarding school in Islahiyah Ad-Diniah Pattani. As *Tafsir* teacher, he taught students as well as how he was taught before in Islamic boarding school. It was seen by his style on teaching such memorizing the material. Then, he, during his learning, would punish obstinate student that was inattention to him. An Educational Monograph for Community Based Teacher explains that teacher decides what is taught and how it is taught a result, the student is dependent on the teacher for everything, direction and content. The focus of learning is to build a foundation of knowledge that may be useful later.⁹

Further, the writer interviewed male teacher. *Ustadz* Cikumar Cekleh is *akhlaq* teacher in class 10. He was a graduate of Islamic boarding school in Darul Ma'arif Pattani. He, on interview, explained how he taught the students. Firstly, he wrote the headline of the material that would be conveyed on class, secondly he little bit read the book and explained it with his style such as proper expression, gesture and steps (back and forth). Thirdly, he related the material to the daily life. He expected that students would be easier on understanding the material of *akhlaq*. Fourthly, he wrote

⁸Edgar Dale, *Audio-Visual Methods in Teaching* (New York: Dryden Press, 1946), pg. 43.

⁹John P. Langlois et al, *An Educational Monograph for community based teacher, Teaching Style/Learning Style* (North Carolina: MAHEC), pg. 6.

the important things on the whiteboard and then he asked the students for what made they were confused, the last he gave task for students to resume what teacher and students discussing about in class.

In addition, the writer saw the teaching style of *Ustadz* Alawee Abdul Manae and *Ustadzah* Sarifah binti Haji Daud at a glance. Their teaching styles were good enough, that was seen by the enthusiasm of students on learning process.

Furthermore, the cultural education in Thailand is student obeying the teacher, it is corroborated by Ayuthaya period in history of private education in Thailand as quoted by Kannikar Pinyakong, he commanded boys to live in Buddhist Monasteries where monks would teach all that young should know, including thai and pali. Those children of royal officials that wanted to follow in their father's footsteps had to go through monkhood before they could be appointed officials.¹⁰ The cultural education of obeying teacher is happened in School of Islamic Education Foundation at Bakong Pittaya School. Obeying teacher is a must for students.

In brief, the writer observed teaching style of Mattayom teachers in School of Islamic Education Foundation at Bakong Pittaya Pattani, Southern Thailand as a government-sponsored school. Islamic school, included government-sponsored school in Southern Thailand, is viewed as a bonafide school with a big number of moslem students. So that why School of Isalmic

¹⁰Kannikar Pinyakong, *Development of Private*, pg. 16.

Education Foundation at Bakong Pittaya Pattani, Southern Thailand is reasonable to be observed.

Above all, based on this background, the writer is interested in conducting research entitled “Teaching Style of Mattayom Teachers At School of Islamic Education Foundation At Bakong Pittaya Pattani Southern Thailand.” As it is essential to be discussed.

B. Definition of Terms

To avoid misinterpretation on understanding the title of this research, the writer provide the explanation of teaching style.

1. Teaching Style

Teaching, for teacher, is a duty which needs creative way, style and good skill on conveying material. Often, the writer heard some people talking about how easy teacher’s work, he only conveys the material to students. However, teaching, according to Stephen D. Brookfield as quoted by Julie Giuliani, is about making some kind of dent in the world so that the world is different than it was before you practiced your craft.¹¹ Further, Edgar dale assumed that teaching, then, is a two-direction process: the reaction and interaction of minds.¹² Above all, teaching is reaction and interaction of minds to practice a craft in class differently.

¹¹Julie Giuliani, *Teaching Style versus Learning Styles: Something You Should Know* (Mc Henry County College, 2003), pg. 2.

¹²Edgar Dale, *Audio-Visual*, pg. 1.

Furthermore, Bruce Joyce said that style is a basic on doing duty.¹³ In addition, style, according to Barbara Bree, is hypothetical constructs which help explain the teaching-learning process.¹⁴

In brief, teaching style, on education perspective, is thinking and interacting patterns by teacher in the learning process. Further, teaching style tends to teach the way teacher and student most comfortable.¹⁵ Furthermore, teaching style refers to classroom mode, a pervasive way of approaching the learners that might be consistent with several method of teaching.¹⁶ In addition, teaching style represented a pattern of needs, beliefs and behavior that teachers display in their classroom. Teaching style also was multidimensional and affected how people presented information, interacted with students, managed the classroom task which is displayed in classroom.¹⁷ Teaching style represents those enduring personal qualities and behaviors that appear in how teachers conduct their classes.¹⁸ Furthermore, Anthony said that the kinds of teaching style is expert, formal authority, personal model, facilitator, and delegator.¹⁹ Above all, teaching style is attitude of teacher which refers to classroom mode that might be consistent with a way of approaching student and several method of teaching.

¹³Bruce Joyce, dkk. *Model-Model*, pg. 90.

¹⁴ Barbara Bree Fischer and Louis Fischer, *Style in Teaching and Learning* (The Association for Supervision and Curriculum Development, 1979), pg. 1.

¹⁵Julie Giuliani, *Teaching Style*, pg. 3.

¹⁶Barbara Bree Fischer and Louis Fischer, *Style in Teaching*, pg. 251.

¹⁷Anthony F. Grasha, *A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator* (Heldref Publication, Vol. 42/No. 4), pg. 142.

¹⁸Anthony F. Grasha, *Teaching with Style*, pg. 1.

¹⁹Anthony F. Grasha, *Teaching with Style*, pg. 154.

2. Mattayom

Mattayom is educational level on secondary education which is divided into 2 cycles of 3 years: lower (*Matayom I-III*) and upper (*Matayom IV-VI*).²⁰ Furthermore mattayom is divided into two classes, Islamic Education Class and Academic Class. As explanation earlier, mattayom I-VI belonged to academic class. Furthermore, Islamic Education class starts from 3 (preparation class), 4, 5, 6, 7, 8, 9, and 10. Above all, the writer conducts research on teaching style of mattayom teacher at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand which is focus on Islamic Education teacher in mattayom class 10 because the writer's research should be suitable with writer's major which is Islamic Education and the research location is in Thailand which is interesting to be discussed. Furthermore the writer can find different teaching style on teachers of class 10 which is seen by the usage of method and approach. Besides, the students of class 10 keep focus on the learning eventhough the writer joined the class in behind of their sitting. In addition, the writer only observed three mattayom teachers such *Ustadzah* Ja'ranah Sammoh, *Ustadz* Cikumar Cekleh and *Ustadz* Zakaria Ismail, *Ustadz* Alawee Abdul Manae and *Ustadzah* Sarifah binti Haji Daud because they had different teaching style than other teachers. But, *Ustadz* Zakaria Ismail was the representative of mostly teaching style of mattayom teacher on class 10.

²⁰ Ministry of Education, *Education system Thailand* (Internationalising Education (nuffic), <https://www.nuffic.nl/en/home/copyright>), pg. 6.

C. Research Question

Based on the background of the study, the writer can formulate the problem, as following: “what kind of teaching styles do Mattayom teachers use at School of Islamic Education Foundation at Bakong Pittaya Pattani, Southern Thailand?”

D. Objective and Benefit

1. Objective of the study is to describe teaching style of Mattayom teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani, Southern Thailand.

2. Benefits of the study

The expected benefits are following:

a. This research can improve the insight and knowledge of the writer and reader about teaching style of Mattayom teachers at Islamic Education Foundation Bakong Pittaya School Pattani Southern Thailand.

b. This research can help Mattayom teacher to keep, develop an effective teaching style and reduce ineffective style on teaching in School of Islamic Education Foundation at Bakong Pittaya School Pattani Southern Thailand.

c. This research can be a reference of thesis for the next students that will conduct the research in Thailand.

E. Literature Review

Literature review is a description about the importance of the research done by the writer. The writer has obtained some books, e-books and theses about teaching style. The writer describes it as following:

The first, a book of Donald R. Cruickshank, Deborah Bainer Jenkins and Kim K. Metcalf, entitled *The Act of Teaching*²¹, mentioned that the way teacher prefer to learn influences how he taught students. the way teacher instructed student probably made it easier for the student to learn. Teacher taught student in the way student preferred. For example, if student is visually oriented and like to read, teacher may have assigned a lot of reading. His best teacher probably taught to his preferred learning style. Thus, it is likely that his future teaching will reflect both your own learning style and that of his past teachers.

The second, a book *Models of Teaching*²² which is authorized by Bruce Joyce, Marsha Weil, and Emily Calhoun mentioned that differential characteristic influences how teacher taught students and produces significant effect to make student learn. Moreover, the background of teacher, at past during as a student, will influence the style teacher taught in future.

The third, Rita S. Dunn and Kenneth J. Dunn, on *Learning Style/Teaching Style: Should they...Can they...be matched?*²³ e-book, mentioned that there is a commonly ascribed to belief that, “teachers teach the

²¹Donald et al, *The Act*, pg. 9.

²²Bruce Joyce, dkk. *Model-Model*, pg. 92-93.

²³Rita S. Dunn and Kenneth J. Dunn, *Learning Style/Teaching Style: Should they...Can they...be matched?* (Educational Leadership, 1979), pg. 241.

way they were taught”. A more accurate statement would be “teachers teach the way they learned” In Rita and Kenneth investigations into individual teaching styles, they found that instructors believe that the way they learn is the “easy” or “right” way, and that therefore direct their students, offsprings, and spouses to ward mastering knowledge in much the same manner. “Teaching Style”, thus tends to correspond how each person learned, which partially explains why some teachers are traditional instructors and others are informal ones. Although one’s style may be ingrained and difficult to modify, it can be expanded to respon to varied learning styles-providedthe instructor understand one teaching style can not be effective with all students and strives to acquire additional skill.

The writer research is supported by those books because the writer observed teaching style of Mattayom teachers at School of Islamic Education Foundation at Bakong Pittaya School Pattani Southern Thailand.

F. Systematical of Study

To simplify the discussion of this research, the writer divided it into five chapters. The systematics are as following:

The first part of this thesis contains Page Title, Statement of Originality, Official Memorandum of Advisor, Motto, Dedication, Acknowledgement, Abstract, List of Table, List of Chart, List of Appendices.

The main part of the thesis is composed by certain systematic. It consists of several chapters, because the writer did a qualitative research, the contents includes:

Chapter I contains Background of Study, Definition of Terms, Research Question of Study, Objective and Benefit of Study, Literature Review, and Systematical of Study.

Chapter II contains Theory of research which is conducted by the writer. It contains: Definition of Teaching Style, Factors that Influence Teaching Style, Typologies of Teaching Style.

Chapter III contains the research technique used by the writer in research process such as Type of Research, Location and Time of Study, Research Instruments, Data Collection Technique and Data Analysis Technique.

Chapter IV contains Result include Research Findings and Data Analysis (Brief History of School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, Kinds of Teaching styles of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, Factors that influence teaching style at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand).

Chapter V is Closing. It consists of a conclusion or answer of the Problem Formulation in The Study, and Recommendations. The final part of this thesis consists of Bibliography, Appendices, and Curriculum Vitae.

CHAPTER V

CLOSING

A. Conclusion

The writer concluded that teaching style of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand had five varieties of teaching style such as facilitator, formal authority, expert, delegtor and personal model. Teaching styles and factors that influenced teaching style on the theory were suitable with teaching styles and factors that influenced teaching style on the field.

Firstly, the facilitator teaching style was teacher emphasized interpersonal communication, guided students by using asking questions, explored options, suggested alternatives, teacher taught students as what they wanted to know with using students approach, small group discussion method. In brief, this teaching style belonged to *Ustadzah* Ja'ranah Sammoh at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

Secondly, the formal authority teaching style was teacher provided both negative, positive feedback to the students and provided students with the learning structure and learning parameters. Further, he was also a centre of his learning and the method that be used by the teacher was story telling and asking-answer questions. This teacher probably wanted students as well as what he had decided for students or the writer called it by learning parameters. In brief, this teaching style belonged to *Ustadz* Cikumar Cekleh

at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

Thirdly, expert teaching style was teacher that had knowledge to make the students be well prepared by lecturing the material. Those teaching styles were caused by compatibility teacher with background of teaching at past, learning way of the teacher when he was a student at past, and the knowledge of teaching style. In brief, this teaching style belonged to *Ustadz Zakaria Ismail* at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

Fourthly, delegator teaching style was teacher that emphasized on autonomy, self directedness and the teacher was a guide or coach. Teacher wanted students to work in a team and used student centre approach, then he probably used group project. In brief, this teaching style belonged to *Ustadz Alawee Abdul Manae* at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

Fifthly, personal model teaching style was teacher that taught the material by demonstration. The teacher would use simulation as a method and student centre learning as the approach. Further, teacher asked student to be an instructor of subject simulation. In brief, this teaching style belonged to *Ustadzah Sarifah binti Haji Daud* at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

Moreover, the writer got other evidences from the interview with *ustadzah Ja'ranah Sammoh* that teachers, in School of Islamic Education

Foundation at Bakong Pittaya Pattani Southern Thailand, rarely got teaching style trainings or teaching development officially to make the knowledge of the teacher wider. Furthermore, mattayom teachers mostly did not continue their study on high education or university.

In brief, teachers got teaching sciences only from their each past teachers in Islamic boarding school and the way they learn. So that why, the teaching styles of mattayom teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, were suitable with the theory of teaching styles, i.e facilitator, formal authority, expert, delegator and personal model.

B. Suggestion

The writer, based on the research about teaching style of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, gives suggestion that are dedicated to, as following:

1. Headmaster of School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand
 - a. Headmaster has to know what teacher needs to teach students and be able to fulfil the facilities of the learning.
 - b. Headmaster has better to held workshop of teaching development officially to improve the teaching knowledge of teacher, so that teacher can teach students better.

- c. The book of teacher should not be same to students, teacher should have manual book that serves detail explanation because the teacher should know more about his own subject.
 - d. Every classes has better to have LCD to make teacher creative on teaching.
2. Mattayom Teachers of School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand
- a. Mattayom teachers should be creative and open minded on teaching students by using various ways
 - b. Mattayom teachers should know what students needs on the learning.
 - c. Mattayom teachers have better to improve their knowledge about teaching students that is suitable with the subject by browsing and discussing it with other teachers or saman teachers or Indonesian teachers that did internship at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.
 - d. Mattayom teachers have to be brave to change the style when it is not proper with the students because the success of the learning will depend on teachers.

C. Closing Word

Alhamdulillah, the writer praises to Allah SWT who has given the writer His grace and guidance so that the writer can finish this thesis, entitled “ Teaching Style of Mattayom Students at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.” Furthermore, the

writer appologizes for the limite ability on arranging this thesis. So that why the writer will accept some advise and constructive criticism to improve this thesis. The writer hopes this thesis is useful for the writer and the readers.

Furthermore, the writer would like to thank to all those who have helped the writer on conducting this thesis. This thesis is finished on the right time because of them. The writer does not think about how fast this thesis done but how the writer understand and respect the process that sometimes made the writer frustrated. Above all, may god give His mercy to us. Aamiin.

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