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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Assalamu'alaikum Warahmatullahi Wabarakatuh

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

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

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MOTTO

Style is a way to say who you are without having to speak

(Rachel Zoe)[1]

[1]Rachel Zoe is an American professional fashion stylist notable for having worked with numerous high-profile female celebrities. www.goodreads.com, on November 9, 2016, 09.56 am.

DEDICATION

I dedicate this little work to

Super dad Drs. Sulaiman

Super mom Sumirah

And Readers of my thesis

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

All praises and gratitute must be to Allah that has bestowed His mercy and guidance to me on finishing this thesis punctually. Peace be upon him, the noble Prophet Muhammad, his family and companions.

Furthermore, this script is the thesis that has been proposed to Education Department (*Tarbiya*) of State Institute on Islamic Studies Purwokerto as a partial fulfillment of the requirements for Undergradute Degree of Education (S.Pd).

During the arrangement of this Thesis and as long as the writer learns in Educational Department of State Institute on Islamic Studies Purwokerto, the writer has got many directions, motivations, aids and guidances from many sides. Thus, in this chance the writer will convey the gratefulness and award as high as possible to the honorable:

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13. All people in charge that have given the aids, the writer cannot write one by one.

The Writer only can say thank you so much for all. May the good deed will be relied by Allah SWT. May this Thesis give the good significances for readers commonly and the writer especially. amen.

Purwokerto, on.....2016

The Writer,

Nurul Qomariyah

1223301214

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

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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 assesments 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.[2]

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

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

has same style on learning and teaching.[3] 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.[4]

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 possess[5] which was being important way to educate students to be educated people. It was seen by consistently using several methods and approachs. 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.

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

[4] Bruce Joyce, dkk. *Model-Model*, pg. 92.

[5] Anthony 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.[6]

In addition, the Ministry of Education approved government-sponsored and private schools like religious schools.[7] 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

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

[7]Kannikar 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 kopiahs, or caps.[8]

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.

[8] Anthony D. Medrano, *Islamic Education in Southernern Thailand: A Photo Essay* (Manoa: Volume 7, Issue 2, Spring 2007 (Special Edition: Islam in Southerneast 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.[9] 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.[10]

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

[9]Edgar Dale, *Audio-Visual Methods in Teaching* (New York: Dryden Press, 1946), pg. 43.
[10]John 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 disscussing 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 corroberated 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.[11] 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

[11]Kannikar 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 heared 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.[12] Further, Edgar dale assumed that teaching, then, is a two-direction process: the reaction and interaction of minds.[13] Above all, teaching is reaction and interaction of minds to practice a craft in class differently.

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

[13]Edgar Dale, *Audio-Visual*, pg. 1.

Furthermore, Bruce Joyce said that style is a basic on doing duty.[14] In addition, style, according to Barbara Bree, is hypothetical constructs which help explain the teaching-learning process.[15]

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.[16] Furthermore, teaching style refers to classroom mode, a pervasive way of approaching the learners that might be consistent with several method of teaching.[17] In addition, teaching style represented a pattern of needs, beliefs and behavior that teachers display in their classroom. Teaching style also was multidimentional and affected how people presented information, interacted with students, managed the classroom task which is displayed in classroom.[18] Teaching style represents those enduring personal qualities and behaviors that appear in how teachers conduct their classes.[19] Furthermore, Anthony said that the kinds of teaching style is expert, formal authority, personal model, facilitator, and delegator.[20] 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.

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[14]Bruce Joyce, dkk. *Model-Model*, pg. 90.

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

[16]Julie Giuliani, *Teaching Style*, pg. 3.

[17]Barbara Bree Fischer and Louis Fischer, *Style in Teaching*, pg. 251.

[18]Anthony 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.

[19]Anthony F. Grasha, *Teaching with Style*, pg. 1.

[20]Anthony 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*).[21] Furthermore mattayom is divided into tw 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.

[21] Ministry of Education, *Education system Thailand* (Internationalising Education (nufffic), 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 studentsthat 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 thesies about teaching style. The writer describs it as following:

The first, a book of Donald R. Cruickshank, Deborah Bainer Jenkins and Kim K. Metcalf, entitled *The Act of Teaching*[22], 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*[23] 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?* [24] e-book, mentioned that there is a commonly ascribed to belief that, "teachers teach the

[22]Donald et al, *The Act*, pg. 9.
[23]Bruce Joyce, dkk. *Model-Model*, pg. 92-93.
[24]Rita 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 II

TEACHING STYLE

A. Definition of Teaching Style

Teachers are good on providing excellent opportunities for allowing student's learning to progress. Often, without fully understanding the reasons why teachers encourage learning in their charges which works well, it is a good approach at a particular time with a particular student or group of students. With greater insight into what is currently known about the processes of learning and about individual learning preferences, teachers should be able to provide even better learning situations which are more likely to lead to effective learning. What becomes very clear when the writer thinks closely about different teachers who are known is they do not teach in the same way. Each teachers will adopt an approach to teach with they are most comfortable and in doing so leave behind, the approaches with they are less comfortable.[25] It will be helpful for students if they have same learning preferences to the teacher teaching style and it will be in the contrary for students with different learning preferences.

Hence, teaching style, on education, is thinking and interacting patterns by teacher in the learning process.[26] Further, teaching style tends to teach student most comfortable.[27] Furthermore, no two teachers will teach in same way, just as no two students learn something in the same way. A teacher's

[25]Alan Pitchard, *Ways of Learning* (New York: Routledge, 2009), pg. 42.
[26]Bruce Joyce, dkk. *Model-Model*, hlm. 90.
[27]Julie Giuliani, *Teaching Style*, pg. 3.

teaching syle is based on his educational philosophy, his classroom's demographic, what subject area (or areas) he teach, and the school's mission statement.[28] Further, Fischer, as quoted by Tharanky Balachandran, said that teaching style is defined identifiable and consistent teaching practices that teachers use, that do not vary as content in class changes.[29]

In addition, Bruce Joyce describes scenario of two teacher teaching. They are 30 years old, ms. Bishop and ms. Anderson. Bishop, before going to class, heared annoncement about invitation of drugs counseling for the students through speaker then she come in the class with nice smiling, come near to students and talking about the announcement by using relax words. While, Anderson, before going to class, heared annoncement about invitation of drugs counseling for the students through speaker then she come in the class, stand on near to her desk and talk about drugs counseling which will be held on auditorium because this issue is a big problem that is happened to students nowadays. Then she asked students to continue the learning by submitting their assignments. Furthermore, the differences of teaching styles, on students perspective, can differ quality and pleasure the learning in class. Students appraise several teaching styles give them comforting information, environment, condition and students also sppraise several teaching styles as burden by demanding them to improve their cognitif intelligence such notion

[28] Natasha Ouinonez, *Different Teaching Style and How They Affect Your Students*, https://blog.udemy.com/teaching-styles/ (August 05, 2016 at 13.39 pm).

[29] Tharanky Balachandran, *Factors Influencing Teaching Style* (Toronto: University of Toronto), pg. 15.

development.[30] Furthermore, teaching style refers to classroom mode, a pervasive way of approaching the learners that might be consistent with several method of teaching.[31] Above all, teaching style is attitude of teacher which refers to classroom mode that might be consistent with a way of approaching student, several method of teaching and not vary as content in class changes. Furthermore, teaching style is shaped because of consistent approach that be used by teacher. Then, approach is the teacher way to come near or nearer to students in order to be easier the learning process so that the goal is achieved.[32] In addition, approach is the motive of teacher teaching in a class.[33] Above all, approach is a motive of the teacher to make the the goal of teaching easier to be achieved. Further, there are vaious of approaches, as beneath:

1. Teacher-centered

Teacher centered approaches are more traditional in nature, focussing on the teacher as instructor. They are sometimes referred to as direct instruction, deductive teaching or expository teaching, and are typified by the lecture type presentation. In these methods of teaching, the teacher controls what is to be taught and how students are presented with the information that they learn.[34] In brief, teacher centered is an approach

[30]Bruce Joyce, dkk. *Model-Model*, hlm. 87-88.
[31]Barbara Bree Fischer and Louis Fischer, *Style in Teaching*, pg. 251.
[32]Cambridge Advanced Learner's Dictionary (digital), 3rd Edition.
[33]Ernest W. Anderson, *An Approach to Effective Teaching* (Journal of Cooperative Extention, http://www.joe.org/joe/1963spring/1963-1-a2.pdf), pg. 9.
[34] Lynne Hill, *Introduction to Teacher Centred and Student Centred Approaches* (Australia: Primary and Secondary Teacher Education Project (PASTEP), 2002), pg. 3.

that is used by the teacher as a bridge to know how well students understand in accepting the subject material.

2. Student-centered

Student centered approaches (sometimes referred to as discovery learning, inductive learning, or inquiry learning) place a much stronger emphasis on the learner's role in the learning process.[35] In brief, student centered is an approach that be used by the teacher through inquiry learning.

Furthermore, Approach might be consistent with method of teaching. In addition, J. R. David, as quoted by Abdul Majid, said that method is a way in achieving something.[36] Besides, Hasan Langgulung, in Ramayulis's book, argued that method is a way to achieve a certain goal. Achievement of learning process depends on teacher in choosing and applying the method.[37] Thus, method of learning is a way to help student in achieving his learning goal. Further, there are various of method, as beneath:

1. Lecture

Lecture, according to Ramayulis, is conveying an information through verbally explanation by teacher to the students in a class.[38] Furthermore, Wina Sanjaya, as quoted by Raden Rizki Amaliah et al, said that lecture is presenting the material subject by verbally explanation or

[35]Lynne Hill, *Introduction to Teacher Centred*, pg. 3.

[36]Abdul Majid, *Strategi Pembelajaran* (Bandung: PT REMAJA ROSDAKARYA, 2014), pg. 21.

[37]Ramayulis, *Metodologi Pendidikan Agama Islam* (Jakarta: KALAM MULIA, 2010), pg. 3.

[38]Ramayulis, *Metodologi Pendidikan*, pg. 299.

directly explanation to the students.[39] Above all, Lecture is a way of teacher teaching to the students by doing speech in front of class.

2. Small-group discussion

Small-group discussion is a process involving some students to be some groups which integrates one to another verbally and face to face through infromation sharing, self maintenance, and problem solving. Furthermore, the role of teacher is a facilitator or director.[40] In brief, small-group discussion is a way to convey the subject material by giving a chance for groups of students to share information, conclude the information and find the problem solving.

3. Problem based learning

Problem based learning is the way to present the material by persuading the students to look for the problem then solve it by their own ways in order to be easier to achieve the educational goal. Furthermore, Jhon Dewey, as quoted by Ramayulis, said that being active should be useful which is related to society.[41] Above all, problem based learning is the way to teach student which gives a chance for students to find and solve the problem by using their own ways which related to the society.

4. Simulation

Simulation is an effort to understand a concept through an activity or training on imitative situation so that the students are more ready to

[39] Raden Rizki Amaliah et al, *Penerapan Metode Ceramah Dan Diskusi Dalam Meningkatkan Hasil Belajar PAI di SMA Negeri 44 Jakarta* (http://www.issn.lipi.go.id/, ISSN 2339261-4) , pg. 3.

[40] Ramayulis, *Metodologi Pendidikan*, pg. 321&325.

[41] Ramayulis, *Metodologi Pendidikan*, pg. 357.

encounter probability happens.[42] By using this simulation, students are expected to get a skill of solving conflict. Above all, simulation is involving students to explore their skill on the imitative situation.

5. Role-play

Role play is a way to teach students by showing the material through explanation or action.[43] Role play can make students understand because this method involves the students to discuss about the theme of role play, besides, it increases the creativity of the students. Above all, role play is a method of learning which is increasing the creativity of the student because their acting to be another should be as suitable as the material.

6. Experiment

Experiment is students trying something then observing the result. Experiment has been using earlier untill nowadays.[44] It means it is not the new method. Above all, experiment is the old way of teaching students to understand material by trying and observing the result of what they trying.

B. Factors that Influence Teaching Style

Students have joined class for over 15.000 hours. During that time, students observed all kind of teachers. Probability, students ever wondered how they became the way they are and what kind of teacher he will be. In this chapter, the writer will consider three sets of factors that influenced teachers and likely will affect the students as well.

[42]Ramayulis, *Metodologi Pendidikan*, pg. 382.
[43]Ramayulis, *Metodologi Pendidikan*, pg. 341.
[44]Ramayulis, *Metodologi Pendidikan*, pg. 317.

Further, one set consits of personal characteristics, such as gender, age, experience, personality and beliefs. A second set consits of experience and preparation in education. This set includes how teachers have been taught, how teacher prefer to be taught, how teacher prefer to teach, teachers knowledge of subject matter, and teacher teaching style. A final set of factors affecting teaching derives from the context, or setting in which teacher teach. Contex is determined by the kinds of pupils teacher have, class personality and size, availability of instructional equipment and material, time available for instruction, the nature of teacher lesson, and the dominant or prevailing views about the best way to teach.[45]

For further explanation of factors that influence teaching style, the writer write it detailly, as following:

1. Personal Characteristics

   a. How Gender Influences Teaching Style

      In today's world, there are a lot about gender and gender differences news, so the writer is interested in knowing how male and female teachers differ in the classroom. Furthermore, studies seem to indicate male teachers, on average, appear to be more dominant and authoritarian. Relatedly, Dunkin and Weiner, as quoted by Donald et al, said that their classroom are more organized and teacher controlled. The same studies report female teachers more often maintain "warmer" classrooms and more tolerant of misbehavior. Further, in classrooms

[45]Donald et al, *The Act*, pg. 3.

with female teachers, students are more likely to initiate a question or statement, give more incorrect answers, and take risks by guessing answers.[46] In addition, Women spend a smaller proportion of class time lecturing and a greater proportion of class time on active classroom practices.[47] In brief, female teachers prefer extroverting, sensing, and feeling style of teaching in comparison to male teachers.[48]

Above all, female teachers' classrooms are warmer and more nurturing, while male teachers' classrooms are better organized and more task oriented. These gender differences are more prominent among secondary than elementary student's teacher.

b. How Age and Experience Influence Teaching Style

Several studies focus on how age and years of teaching experience influence teaching style such Darling-Hammond, as quoted by Donald et al, reported that teachers with fewer than three years experience are less effective. Further, beginning teachers have a tendency to accept innovations and change more easily, although ready acceptance may simply be a signal that newer teachers are less discriminating-everything looks good until they try it. Then, beginning teachers are more controlling and authoritarian, probably as the result of several

[46]Donald et al, *The Act*, pg. 3.

[47] Thomas F. Nelson Laird et al, *Gender Gaps: Understanding Teaching Style Differences Between Men and Women* (Kansas City: Association for Institutional Research), pg. 11.

[48]Mehrak Rahimi and Fatemeh Asadollahi, *Teaching Styles of Iranian EFL Teachers: Do Gender, Age, and Experience Make a Difference?*, International Journal of English Linguistics (Vol. 2, No. 2; April 2012), pg. 160.

factors. First, teacher educators, mentor educators, and school principals often counsel novice teachers to be strict.[49]

In addition, Wolters and Daugherty, in Bettina Lankard Brown's Journal, found that teachers in their first year of teaching reported significantly lower self-efficacy for instructional practices and classroom management than did teachers with more experience. Furthermore, Soodak and Podell, as quoted by Bettina Lankard Brown, observed that experienced teachers are more resistant to change in their beliefs of personal efficacy and use of activities of different types than teachers with less experience.[50]

Above all, experienced and younger teachers are different on their teaching styles. Experienced teacher can handle what is going on class based on his experience of teaching, then younger teacher is still lower self-efficacy on instructional practices and classroom management. He tends to try some new strategies and methods to get which the proper one is for his classroom. It shows that he is less discriminating-everything looks good until he tries it.

c. How Personality Affects Teaching Style

Naturally, what teacher is like, his personality, affects everything he do, including teaching style. Suppose that teachers are a warm person, sensitive, emotionally stable, enthusiastic, willing to take risks, perserving, curious, open to experiences and tolerant of ambiguity.

[49]Donald et al, *The Act*, pg. 5.

[50] Mehrak Rahimi and Fatemeh Asadollahi, *Teaching Styles of Iranian EFL Teachers: Do Gender, Age, and Experience Make a Difference?* (Vol. 2, No. 2; April, 2012), pg. 158.

How might each of these characteristics and behavioral traits inflence the teahing style? Personality needs may be particularly influential when it comes to decide how the teacher will teach a particular lesson. For example, if teacher feels the need to dominate, teacher may choose style of teaching that put him front and center, such presenting or lecturing. If affiliation is teacher's goal, then he may be prone to use discussion or discovery.[51]

In adittion, personality traits involve both behaviour and psychological characteristics may provide useful information when investigating instructors' teaching styles. The way educators behave and their personality when facing the teaching and learning process might influence their teaching style. Further, Williams and Burden, in Claudio H. Díaz Larenas' journal, argued that personality refers to an individual's characteristic patterns of thought, emotion and behaviour, together with the psychological mechanisms –hidden or not– behind those patterns. In brief, it stresses the individual's disposition to think, feel and act in certain ways. Further, Claudio H. Díaz Larenas explained two types of personality, as following:

Personality types	Characteristics
Extroversion [E]	Attitudes and interests oriented towards the external world of actions, people, objects and events.

[51]Donald et al, *The Act*, pg. 5.

Introversion [I]	Inner subjective orientation towards life. Attitudes and interests are directed towards concepts, ideas, theories, and models of reality.

Table 1 Personality Types[52]

Furthermore, there is a relationship between the participants' teaching style and their personality traits, since participants from the state sector tend to have an 'Extrovert' kind of personality type whereas participants from the private sector have a tendency towards the 'Introverted' kind of personality. Therefore, personality traits would exert some influence on the outcome of individuals' teaching styles. Teaching style of 'introverd' personality will be 'Formal Authority'. It is an instructor-centered approach, it could have been thought to be part of a different teaching context, while teaching style of 'extrovert' personality will be 'facilitator'. It is a student-centered approach, where the student's role in the classroom is central for learning. [53]

In brief, personality is clearly influencing teacher's teaching style on classroom. Extrovert personality or teacher with affiliation goal will produce facilitator as teacher's teaching style where the student's role in the classroom is central for learning, while introvert personality or teacher with feeling the need to dominate will produce formal authority

[52]Claudio H. Díaz Larenas, Comparing Teaching Styles and Personality Types of EFL Instructors in the Public and Private Sectors, Díaz Larenas, Rodríguez Moran & Poblete Rivera (Vol. 13; No.1; April 2011), pg. 114.

[53]Claudio H. Díaz Larenas, *Comparing Teaching Styles*, pg. 118-119.

as teacher's teaching style where the teacher's role in the classroom is central for learning.

d. How teacher's beliefs affect teaching style

Beliefs, According to Gómez Chacón in Pedro and Humberto's paper presentation, are based on the experience, in other words, on the opinion that one brings over of the acquired learning and the teaching received.[54] Further, What teachers believe strongly influences teacher's behavior in general and teaching style in particular subject. Mostly, teachers believe that high-ability students pose fewer behavioral and intellectual demands; different curriculum should be provided for good and poor students; attractive students are brighter, more capable, and more sociable; girl's behavior is preferable to boys; and majority students can do better than minority students. Whether or not these beliefs are true, what teachers beliefs, they tend to act on them. Teachers who believe students can learn the content, they teach more content and insist on higher student performance, and reverse is also true. Teachers who hold some of beliefs listed above put more emphasis on authority, control, and provide less engaging kinds of classroom activities. Obviously, such beliefs can form immense obstacles to student learning and achievement.[55]

[54]Pedro Canto-Herrera and Humberto Salazar-Carballo, *Teaching beliefs and teaching styles of mathematics teachers and their relationship with academic achievement* (Mexico Paper presented at the AERA meeting, 2010), pg. 4.

[55]Donald et al, *The Act*, pg. 6-7.

Above all, belief is what teacher strongly agree or strongly disagree of the way he teach. His strongly belief or strongly agree will be aplied as his teaching style, he believe that his teaching style is the proper style for the learning.

2. Experience and Preparation in Teaching

   a. How The Way Teachers Were Taught Affects Teaching Style

      Some teachers claimed that " i teach as i was taught", then their teaching styles will be like their mentors.[56] Since a great many teachers have experienced academic success in learning environments that were instructor centered and relied heavily on lecture, it is understandable that their preferred style of teaching, at least initially, would be to repeat what worked with them.[57]

      So, teacher prefer to teach students based on what worked on him as he was a students. What past teacher taught, he will assume that it, on future, is the best way to teach the students. The writer believe that the teaching style of past teacher will influence the teacher's teaching style in classroom.

   b. How The Way Teachers Prefer to Learn Affects Teaching Style

      The way Past teachers instructed student probably made it easier for students to learn. They taught students in the way students preferred. For example, if students are visually oriented and like to read, they may have assigned a lot of reading. Said another way, students's "best"

[56]Donald et al, *The Act*, pg. 8.

[57]Bettina Lankard Brown, *Teaching Style vs. Learning Style* (NO. 26, 2003), ERIC; Educational Resources Information Center, pg. 2.

teachers probably taught to student's preferred learning style. Thus, it is likely that student, on future, will be a teacher. His learning and teaching style will be same to his past teacher.[58]

Furthermore, there is a commonly ascribed to belief that, "teachers teach the way they were taught", A more accurate statement would be "teachers teach the way they learn". Hence, teaching style, thus tends to correspond how each person learned which partially explains instructors and others are informal ones. Although one's style may be ingrained and difficult to modify, it can be expanded to respond to varied learning style-provided the instructor understands why one teaching style can not be effective with all students and strives to acquire additionally skill.[59]

Additionally, the writer has continually noticed that the teachers' instructional style is significantly related to teachers' learning style preference. Furthermore, Marshall study, as quoted by Tharanky Balachandran, previously mentioned, involving 9,000 teachers, found that a substantial majority of teachers both preferred to learn and teach by looking and listening, what they call "lecture/textbook learning". A limited number of teachers asserted a preference for touching and doing, or tactile and kinesthetic learning. The study also found that a majority of the teachers, more than 90 percent, preferred to work alone and inflicted this practice in their classrooms. The teachers felt that

[58]Donald et al, *The Act*, pg. 9.
[59]Rita S. Dunn and Kenneth J. Dunn, *Learning Style/Teaching Style*, pg. 241.

learning is most successful when students interacted with worksheets or the teacher, as opposed to peer groups, which they believed would be distracting when learning new and difficult material. In addition to providing further evidence in maintenance of the perception that teacher's teaching styles complement their learning styles, these studies also outline that teachers have similar learning style preferences that match traditional instructional practices.

In brief, the way teachers prefer to learn or teacher's learning style influences teacher's teaching style in classroom. Teacher's learning style probably and strongly will be their teaching style.

3. Context of Teaching

a. How Availability of Material and Equipment Affect Teaching Style

Teachers are limited when there are insufiicient resources. A well-stocked "larder", in your case the classroom, provides greater potential for instruction. A visit to so called developing countries reveals that teachers without adequate educational material, even textbooks, are severally limited in how or what they can teach.[60] In brief, school with less material and equipment will bound teacher's teaching style on using unusual strategies, method and approach. Furthermore, the writer give an example, teachers between poorerand wealthy school will teach differently. Teachers in a poorer school often lecture out of necessity,

[60]Donald et al, *The Act*, pg. 13.

teachers in a wealthy school may choose to lecture but they can employ other instructional alternative.

b. How Available Time Affects Teaching Style

There are limited to the amount of instructional time available to teachers. Therefore, time, or lack of it, has a real impact on teacher teaching style. If teachers have more time, they can employ more indirect learning strategies such as experimentation and discussion. When time is short, you may have to be more direct, telling students what they need to know through lecture, since that is a reasonably efficient way of presenting large amounts of infomation in a short amount of time. Of course, the burden often is on the students to process, understand and remember it.[61] Above all, teacher is really bounded by the time because he can not explore his teaching style. By the limit time, teacher tends to use formal authority on his teaching style because formal authority can limit the time, and teacher with long time tends to use another teaching style that is more persuasive.

C. Typologies of Teaching Style

Just as there are many learning styles, there are also identifiable style of teaching. Two teachers may both use lecturing or small group discussion but still differ identifiably from each other.

[61]Donald et al, *The Act*, pg. 13-14.

Furthermore, the writer will make the points clear, several teaching styles are briefly identified, as following:[62]

TABLE 2

TYPOLOGIES AND CHARACTERISTIC OF TEACHING STYLE

Number	Teaching Style	Characteristics
1.	Expert	• Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Concerned with transmitting information and insuring that students are well prepared. • Method: lecture, approach: teacher-centre class discussion[63]
2.	Formal Authority	• Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn. • Method: lecture and answer question, approach: teacher-centered[64]
3.	Personal Model	• Believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach. • Method: Simulation, approach: student-

[62]Anthony F. Grasha, *Teaching with Style*, pg. 154.
[63]Anthony F. Grasha, *A Matter of Style*, pg. 143.
[64]Anthony F. Grasha, *A Matter of Style*, pg. 143.

		centered.[65]
4.	Facilitator	• Emphasizes the personal nature of teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action, initiative, and responsibility. Works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible. • Method: small group discussion, role-play, problem-based learning, approach: Student-centered.[66]
5.	Delegator	• Concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person. • Method: student-designed group projects, approach: student centered.[67]

Furthermore, teaching style has advantages and disadvantages, as beneath:[68]

TABLE 3
ADVANTAGES AND DISADVANTAGES OF TEACHING STYLE

Numb	Teaching Style	Advantages	Disadvantages
1.	Expert	He information, knowl edge, and skills such indi viduals possess.	If overused, the display of knowledge can be intimi dating to inexperienced stu

[65]Anthony F. Grasha, *A Matter of Style*, pg. 143.
[66]Anthony F. Grasha, *A Matter of Style*, pg. 143.
[67]Anthony F. Grasha, *A Matter of Style*, pg. 143.
[68]Anthony F. Grasha, *A Matter of Style*, pg. 143.

			dents. May not always show the underlying thought proc esses that produced answers.
2.	Formal Authority	The focus on clear ex pectations and acceptable ways of doing things.	A strong investment in this style can lead to rigid, stan dardized ways of managing students and their concerns.
3.	Personal Model	The "hands on" nature of the approach. An emphasis on direct observation and follow ing a role model.	Some teachers may believe their approach is "the best way," leading some students to feel inadequate if they cannot live up to such expectations and standards.
4.	Facilitator	The personal flexibility, the focus on students' needs and goals, and the willing ness to explore options and alternative courses of action to achieve them.	Style is often time consuming and can be ineffective when a more direct approach is needed. It can make students uncomfortable if it is not used in a positive and affirming manner.
5.	Delegator	Contributes to students perceiving themselves as independent learners.	May misread students' readi ness for independent work. Some students may become anxious when given autonomy.

CHAPTER III

RESEARCH METHOD

A. Type of Research

Research, conducted by the writer, is a kind of field research named qualitative. Qualitative research is an inductive approach and its goal is to gain a deeper understanding of a person's or group's experience.[69] Furthermore, qualitative research is a field of inquiry that crosscuts discipline and subject matters, then qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts.[70] Additionally, Imam Gunawan, on his book, said that qualitative research is the way to reveal a problem on society, governmental organization, culture, sport, etc.that produces a policy for welfare to be applied.[71] Above all, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

In addition, qualitative research is descriptive. data which are collected is like pictures, description and non-statistic form. The research content is data quotation to describe the data obtained by the writer such as interview transcripts, field note, videotape, photographs, personal documents, memos,

[69]Sari Wahyuni, *Qualitative Research Method; Theory and Practice* (Jakarta Selatan: Penerbit Salemba Empat, 2012), pg. 1.

[70]Uwe Flick, *An Introduction to Qualitative Research* (London: SAGE Publications, 2009), pg. 21.

[71]Imam Gunawan, *Metode Penelitian Kualitatif Metode dan Praktik*, (Jakarta: Bumi Aksara, 2014), pg. 80-81.

videotape, and official records. Then, the researcher will analyze the data.[72] Furthermore, Sari Wahyuni said that desriptive qualitative research contains quotations form the data to illustrate and substantiate the presentation and the data collected are in the form of words or pictures rather than numbers.[73] Thus, the writer conducts the descriptive qualitative research.

Furthermore, a qualitative approach is a general way of thinking about conducting qualitative research. It, either explicitly or implicitly, describes the role of researcher, the stage of researcher and the method of data analysis. Case study, according to Robert K.Yin as quoted by Sari wahyuni, is empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.[74] Furthermore, case study is researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.[75]

Further, All items, in field consideration, should be observed to obtain highest accuracy and the researcher could decide to use sampling. Sampling does not only focus on the selection of people to be interviewed for example, or situations to be observed, but also the selection of sites in which such

[72] Lexy J. Moleong, *Metodologi Peneitian Kualitatif*, (Bandung: PT REMAJA ROSDAKARYA, 2001), pg. 6.

[73]Sari Wahyuni, *Qualitative Research Method*, pg. 12.

[74]Sari Wahyuni, *Qualitative Research Method*, pg. 10.

[75] John Cresswell, *Research Design; Qualitative, Quantitative and Mixed Methods Approaches* (California: SAGE Publication, Inc, 2009), pg. 30.

persons or situations can be expected to be found. Sampling in qualitative research in most cases is not oriented on a formal (e.g. random) selection of a part of an existing or assumed population. Rather it is conceived as a way of setting up a collection of deliberately selected cases, materials or events for constructing a corpus of empirical examples for studying the phenomenon of interest in the most instructive way. Therefore, most suggestions for qualitative sampling are around a concept of purpose. Taking sampling in qualitative research seriously is a way of managing diversity, so that the variation and variety in the phenomenon under study can be captured in the empirical material as far as possible.[76] In addition, the writer used purposive sample because purposive or non-probability sampling. This sampling method involves purposive or deliberate selection of particular units of the universe for constituting a sample which represents the universe. When population elements are selected for inclusion in the sample based on the ease of access, it can be called convenience sampling. Furthermore, in judgement sampling the researcher's judgement is used for selecting items which he considers as representative of the population. Judgement sampling is used quite frequently in qualitative research where the desire happens to be to develop hypotheses rather than to generalise to larger populations.[77]

Based on the explanation above, the writer used qualitative research with case study approach to observe teaching style of mattayom teachers at school of Islamic Education Foundation at Bakong Pittaya Pattani Southern

[76]Uwe Flick, *Designing Qualitative* Research, pg. 27.

[77]C. R. Kothari, *Research Methodology; Method and techniques* (New Delhi: NEW AGE INTERNATIONAL (P) LIMITED, PUBLISHERS, 2004), pg. 15.

Thailand, because the writer observed it by discerning the learning process of mattayom techers directly and the data that the writer obtained are interview, picture, tape recording and formal data that will be served descriptively and non-statistic form. Then, this research is a descriptive research because this research aims to describe, analyze and present data which is the actual situation about teaching style of mattayom teachers at school of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand. Furthermore, it is located in Thailand that is home of moslem minority. So it belonged to small ethnic group. Typically, the case study focuses on a community, so does the writer. that is focused on the teacher's teaching style. So that why the writer asserts case study as this research approach. Last but not least, the writer used purposive sample, because the writer only took 5 samples of teachers from amount of teachers.

B. Location of Reseach

Location of the research that writer does is in School of Islamic Education Foundation at Bakong Pittaya 65 M. 2T. Bangkhau A. Nongjik Ch. Pattani S. Thailand 94170.

C. Source of Data

1. Subject Data

Subject is a doer of what the writer observed.[78] The subject data of this research are the teachers of Mattayom class 10 that teaches about Islamic Education subject.

2. Object Data

Object is a thing observed.[79] The object data of this research are the teaching styles of Mattayom teachers at school of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

D. Technique of Data Collection

Data need to be collected from its source in systematic way and standard procedure. the technique of data collection for this research is beneath:

1. Observation

Observation is data collection technique which is not only interact to people but also object of nature and etc.[80] Furthermore, observation is the selection and recording behaviors of people in their environment. This method is useful for generating in-depth description of organization or events, for obtaining information that is otherwise inaccessible and for conducting research when other methods are inadequate.[81] In addition,

[78] https://en.wikipedia.org/wiki/Object_(philosophy), (August 04, 2016 at 14.39 pm).
[79] https://en.wikipedia.org/wiki/Object_(philosophy), (August 04, 2016 at 14.39 pm).
[80] Sugiyono, *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: ALFABETA, 2010), pg. 203.
[81] Sari Wahyuni, *Qualitative Research Method*, pg. 21.

Arikunto, as quoted by Imam Gunawan, said that observation is technique of data collection which is done by accurately observation and systematicly record.[82]

Above all, observation is technique of data collection to record behaviors of people accurately and systematicly.

In terms of the implementation process of data collection, observation can be divided into two, namely:[83]

a. Participant Observation

According to Denzin, as quoted by Uwe Flick, said that Participant observation will be defined as a field strategy that simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection.[84] Above all, participant observation is researcher who experiences the subject of research does by involving her self on daily activity of people observed.

b. Non-Participant Observation

Non-participant observation does not involve her self on daily activity of people observed. Non-participant observation, as independent observer, only observes the human attitude, the performances and interaction of one to another. Furthermore, Adler, as quoted by Uwe Flick, said that non-participant observation is like Simple observer, simple observers will follow the flow of events.

[82]Imam Gunawan, *Metode Penelitian*, pg. 143.
[83]Sugiyono, *Metode Penelitian*, pg. 204-205.
[84]Uwe Flick, *An Introduction*, pg. 226.

Behavior and interaction continue as they would without the presence of a researcher, uninterrupted by intrusion.[85]

In brief, non-participant observation, as independent observer, does not involve her self on the daily activity of people observed, non participant observation will follow the flow of event.

In the term of instrument used, the observation is divided to be two beneath:

1) Structured Observation

Structured observation is technique of data collection that be designed systematically about the researcher observed.[86] So, structured observation is done when the researcher knows the variable observed and uses the valid instrument of research as well as the guideline of observation that the researcher made.

2) Unstructured Observation

Unstructured observation is technique of data collection that is not planned systematically about the researcher observed.[87] So, the researcher does not know surely about the variable observed and instrument used on the observation. The researcher only uses general points of observation

In addition, observation is divided more to be two, as beneath:

a) Opened Observation

b) Closed Observation

[85]Uwe Flick, *An Introduction*, pg. 222.
[86]Sugiyono, *Metode Penelitian*, pg. 205.
[87]Sugiyono, *Metode Penelitian*, pg. 205.

For this research, the writer did the observation as non-participant observation that only discerning the learning process on teaching style of mattayom teachers class 10 at school of Islamic Education Foundation at Bakong Pittaya Pattani Southernern Thailand to obtain accurate and detail data of teaching style of mattayom teachers on conducting Islamic Education subject on class 10. Furthermore, the writer used structured and open observation because the writer has known the variable observed and the writer observed the teaching style of mattayom teachers class 10 at school of Islamic Education Foundation at Bakong Pittaya Pattani Southernern Thailand as aggreement of mattayom teachers.

2. Interview

Many people think that interview is an easy task which is not different with conversation so that there is no need to develop strategies. Conducting a qualitative interview is different from everyday conversation. Researcher should be aware of the essence that the interview is a research tool and researcher should write a good report. Furthermore, according to Imam Gunawan, interview is aimed conversation which is done by two people as interviewer and interviewee.[88]

Additionally, Kvale, as quoted by John W. Creswell, said that Interviewing in qualitative research is increasingly being seen as a moral inquiry. As such, interviewers need to consider how the interview will improve the human situation (as well as enhance scientific knowledge),

[88]Imam Gunawan, *Metode Penelitian*,pg. 135.

how a sensitive interview interaction may be stressful for the participants, whether participants have a say in how their statements are interpreted, how critically the interviewees might be questioned, and what the consequences of the interview for the interviewees and the groups to which they belong might be.[89] Further, interview, according to Sugiyono, is the technique of data collection to know the oject observed by the researcher.

Interview can be done as beneath: [90]

a. Structured Interview

Structured interview is a technique of data collection used by the interviewer that knows the information needs. Thus, the interviewer has prepared the questions and alternative answers. The interviewer, on interviewing the subject of research, should take a picture or record.[91] By using this structured interview, the subject of the research will get the same questions. It will be usefull to avoid biased question that will give inaccure answers.

b. Unstructured Interview

Unstructured interview is a technique of data collection used by the interviewer that is not using a guidelines of interview systematically and accurately. The guidelines of interview is the headline of the problem. This interview is used for prelimenary and even detail research. Furthermore, interviewer does not the information

[89]John Creswell, *Research Design*, pg. 95.
[90]Sugiyono, *Metode Penelitian*, pg. 194-197.
[91]Sugiyono, *Metode Penelitian*, pg. 194-195.

needs on the location of research.[92] In brief, the information, by using unstructured interview, will be inaccurate and subjective. So that, the interviewer should not give biased questions to the subject of the research.

Above all, the writer used unstructured interview on conducting the research about the teaching style of mattayom teacher at school of Islamic Education Foundation at Bakong Pittaya Pattani Southernern Thailand.

3. Documentation

Documentation is a hystoric data and an analysis of record that be such as written, picture, and etc. Bungin, as quoted by Imam Gunawan, said that documentation is a technique of data collection that be used to know hystoric data.[93]

In addition, documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary

[92]Sugiyono, *Metode Penelitian*, pg. 197-198.
[93]Imam Gunawan, *Metode Penelitian*,pg. 177.

transcription that is required with observational or interview data.[94] On the negative side, documents are sometimes difficult to locate and obtain. Information may not be available to the public. Information may be located in distant archives, requiring the researcher to travel, which takes time and can be expensive. Further, the documents may be incomplete, inauthentic, or inaccurate. For example, not all minutes from school board meetings are accurate, because board members may not review them for accuracy. In personal documents such as diaries or letters, the handwriting may be hard to read, making it difficult to decipher the information.

The writer used documentation on capturing the teaching style of mattayom teacher at School of Islamic Education Foundation at Bakong Pittaya Pattani Southernern Thailand.

E. Technique of Data Analysis

Analysis of the data is essential in order to answer the questions of the research. Marshall and Rossman, as quoted by Sari Wahyuni, said that analysis of data is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process which is not neat.[95] Furthermore, analysis of data is an effort to organize, systemize, clasify data, and give a code of data

[94] John Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (America: Pearson Education, 2012), pg. 223.

[95]Sari Wahyuni, *Qualitative Research*, pg. 119.

collection.[96] The process of data analysis involves making sense out of text and image data.[97]

In this stage, analysis of the data will be conducted throughout several procedures, as beneath:

1. Data Reduction

   Mass of field data, got by researcher, should be noted accurately in order to avoid a confusion on analyzing data. Furthermore, time of observing the research influences the number of data. So that why the researcher should do data of analysis which is data reduction. Data reduction is organizing and sorting data (proper and inproper data related to object of data) and focusing on the important data.[98]

   Further, the researcher, by doing data reduction, gives clear description and makes collecting data easier on the next step. In addition, the researcher, on reducting data, should be guided by the main goal of the research. Additionally, data reduction is a process of sensitive thinking that involves the intellegence and high-depth insight. [99] Above all, the writer does the data reduction that be guided by the main goal of the research to give clear description related to the research.

[96]Imam Gunawan, *Metode Penelitian*, pg. 209.
[97]John Creswell, *Research Design*, pg. 171.
[98]Sugiyono, *Metode Penelitian*, pg. 338.
[99]Sugiyono, *Metode Penelitian*, pg. 339.

2. Data Display

Data display is done after the researcher did data reduction. Data display is presenting the data by using table, graphic, pictogram and etc.[100] By using data display, the data will be organized on related pattern so that it is able to be understood easier. Above all, data display facilitates data to be understood because data is displayed by chart and graphic not only words.

In brief, the writer did data display after did data reduction and the success of understanding data display is the writer able to answer "what do you display?".

3. Conclusion

The last step, after data display, is conclusion. Conclusion is finding a new invention which is such as a clear description of research object.[101] Furthermore, conclusion that the writer made should answer the research question. Conclusion can be creditable when it is supported by valid data of field.

[100]Sugiyono, *Metode Penelitian*, pg. 341.
[101]Sugiyono, *Metode Penelitian*, pg. 345.

CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

A. Research Findings

1. The Brief History of School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand

School of Islamic Education Foundation at Bakong Pittaya Pattani, Southern Thailand or Bakong Pittaya School was a formal educational Institution approved by ministry of education and under the auspices of the Thailand Kingdom. It provided pre-primary, primary, and secondary education. Bakong Pittaya School was located in 65 M. 2T. Bangkhau A. Nongjik Ch. Pattani S. Thailand 94170.

Furthermore, Bakong pittaya school was built by Tuan guru Haji Hamzah Abdunmanae in 1937. At that time, Bakong pittaya's status was Islamic Boarding School, named "Ma'had Al-Islahiyah Ad-Diniyah", but people around or the society called it "Pondok Hutan Agu". It was called Hutan Agu because the area was around Ma'had Al-Islahiyah Ad diniyah was Agu trees. At that time, Tuan Guru Haji Hamzah Abdumanae was the only one teacher who taught the students. *Kitabs* or books taught by him were *Kitab kuning* or yellow book (Pattani's people called it *Kitab Jawi* or Jawi book). It was in Melayu Language (Arabic-Melayu writing) and Arabic language. In addition, instructional system was occured in a small mosque or *Mushollah* (Patani's people called it *Balai*). Students were

obligated to stay at little homes that were built by their parents. Furthermore, students clothes were sarong, Melayu dress and headdress.

Further, Ma'had Al-Islahiyah Ad diniyah Islamic Boarding School or pondok hutan agu was really stood by itself. It was not donated by other people. There was no fee for learning in this Islamic boarding school. Then, every rooms had a kitchen for cooking foods. Additionally, day by day, the students were increasing, *tuan guru* looked for other teachers. By existing the other teachers, He tried to open *darjah* or class. It was started from class one untill four. Eventhough there were classes, it did not mean there was a test in the middle or final term. After the students and classes were gather way, *Tuan Guru* and teachers were forced to make a test for the students in order to be able to determine who would come in the next class. It was running well, So, they built the Ibtidaiyah and Mutawasitah or Sanawiyah Class.[102]

Furthermore, in 1961 this Islmic Bourding School was noted in Thailand Government. The status of islamic bourding school was changed to be Private school of Religion. In 1966, this Islamic boarding School was helped by Thailand Kingdom. They helped to opened the academic Classes by using Thai Language as the preface. Thailand Kingdom sent some teachers to teach the academic in this Islamic boarding school. Since that moment, this islamic boarding school was named in Thai language " Bakong Pittaya".

[102]School Documentation on Thursday, February 18, 2016, and be strengthen by brief interview with Mr. Usman Toktayong (the Vice Leader 1 of Bakong Pittaya School), on March 26, 2016.

In addition, in 1997, Bakong Pittaya was sucessful in manifesting class of Junior High School. In 2003, Bakong Pittaya was permitted by Thailand Educational Department to open class of Senior High School. For religion class was until *Sanawiyah* or *Aliyah* Class. Furthermore, in 2005, Bakong Pittaya was choosen by Institute of *Putri Diraja* Thailand for joining Institute of *Putri Diraja* project, Thailand, **Princess Maha Chakri Sirindhorn** had got a permission from Thailand government Number ปน (PN) 3/2551. Further, in 2006, Bakong Pittaya was permitted to open Raudhatul Atfal Class. It made the people around interest to Bakong Pittaya. Every years, the students and people confidence to Bakong Pittaya were gather way because Bakong Pittaya could educate the pupils since boyhood for teenager. Additionally, in 2008, **Princess Maha Chakri Sirindhorn** visited Bakong Pittaya. It made Bakong Pittaya Gather way from the previous. Parents confedence and the fund of establishing the building were more than before. [103]

In brief, in 2009, Bakong Pittaya was permitted to open *Ibtidaiyah* or Elementary School for 6 years. Bakong Pittaya got the contribution of society. In 2015, Bakong Pittaya was sucessful for graduating the pupils for the first generation.[104]

For now, Bakong Pittaya School had been succesfull opening Kindergarten 3 years, Elementary School 6 years, Junior High School 3 years and Senior High School 6 years.

[103]School Documentation, on Thursday, February 18, 2016.
[104]School Documentation, on Thursday, February 18, 2016.

Furthermore, there are three educational levels, namely: [105]

a. Anuban (อนุบาล)

Anuban is kindergarten level, it spends 3 years. It is for 3-5 years old.

b. Prathom (ประถมศึกษา) Prathom *suksa*

Prathom equals to Elementary School, it spends 6 years. It is for 6-11 years old.

c. Mattayom (มัธยมศึกษา) Mattayom *suksa*

Mattayom equals to Junior and Senior High School. It spends 6 years. Majority of students are 12-17 years old.

In addition, school of Islamic Education Foundation at Bakong Pittaya Pattani, Southern Thailand has two kinds of classes on Mattayom level, namely:[106]

a. Islamic Education Class

It starts on morning at 08.30 after ceremony done untill 11.00 am. The writer obtained data that class religion has 8 classes, it starts from class 3 as preparation class to 4, 5, 6, 7, 8, 9, 10. The writer only observed class 10 which belonged to Mattayom level or senior high school because a teacher of class 10 uses educational trip and she is the only one of creative teacher there. Besides, the students keep focus

[105]Interview with Mr. Usman Toktayong, on February 13, 2016 and be strenghthened by writer's observation on February 14, 2016.

[106]Interview with several Mattayom teachers, on February 15, 2016 and be strenghtened by writer's observation, on the same date.

on the learning eventhough the writer joined the class in behind of their sitting.

Furthermore, the writer obtained data of Islamic education subject. Islamic education subjects consist of *melayu language, tafsir, fiqh, nahwu, tarbiyah, tauhid, islamic history, balaghah, hadits, ijtima', shorof, musthalahah hadits, Arabic*, etc.

b. Academic Class

It starts on afternoon, at 11.10 am - 15.40 pm. The subjects of academic similar to subjects of Indonesian senior high school such as biology, physic, math, english and etc., but the writer did not observe academic class.

Furthermore, then writer has Amount of Pupils data, as beneath:[107]

Table 4

Amount of Pupils data

Numb	Class	Amount of Students
1.	3/1	27 students
2.	3/2	16 students
3.	4/1	19 students
4.	4/2	14 students
5.	5/1	26 students
6.	5/2	28 students
7.	6/1	30 students
8.	6/2	15 students
9.	6/3	23 students
10.	7/1	24 students

[107]Taken from lists of mattayom students which is obtained on February 18, 2016.

11.	7/2	23 students
12.	7/3	22 students
13.	8/1	14 students
15.	8/2	28 students
16.	9	29 students
17.	10	31 students
Total of mattayom students		369 students

a. Geographic Location

School of Islamic Education Foundation or Bakong Pittaya School is located in 65 M. 2T. Bangkhau A. Nongjik Ch. Pattani Southern Thailand 94170. Geographically, it is far from highway of Pattani's town which is seen by absence of public transportation. Further, front of Bakong Pittaya School is a gangway which is going to town highway and around Bakong Pittaya School is agu trees. [108]

Furthermore, boundaries of School of Islamic Education Foundation or Bakong Pittaya School Pattani, Southern Thailand are as follows:[109]

a. North : wall around

b. East : gate of Bakong Pittaya School

c. South : wall around

d. West : gate behind of Bakong Pittaya School

In addition, total land area which is owned by Bakong Pittaya School is 12 hectar, certified land area is 12 hectar, and building area is 12 hectar.

[108]Result of writer's observation, Sunday on March 20, 2016.
[109]Interview with Mr. Usman Toktayong , on March 26th, 2016.

b. Vision and Mission

School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand is a government-sponsored school under the auspices of Ministry of Education. Bakong Pittaya School has Vision and Mission as following: [110]

a. Vision

School able to manage the quality education based on the Laws of the Kingdom in accordance with the needs of society in establishing a prosperous secure life of community.

b. Mission

1) Manage the education according to the Laws of The Kingdom to students legally and wisely.

2) Develop the students become the citizens who constantly learning science.

3) Develop management system of Royal education by priority on the cooperation of the community. Encourage the students to love and proud of local culture.

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

School of Islamic Education Foundation provides pre-primary, primary and secondary education which has an important role in educating the moslem children in particular Bakong Pittaya area even

[110]Interview with Mr. Usman Toktayong, on March 26th,2016.

Pattani's area and sirrounding communities. Bakong Pittaya School, for achieving the goal, requires educators in all koranic and non-koranic subjects. Furthermore, teachers of Bakong Pittaya School consits of 26 Islamic Education teachers.

Table 5
LIST OF ISLAMIC EDUCATION TEACHERS IN SCHOOL OF ISLAMIC EDUCATION FOUNDATION AT BAKONG PITTAYA PATTANI SOUTHERN THAILAND[111]

Numb	Name	Graduate	School/University
1.	Abdul Aziz Awang	B.A	Al-Azhar Eghypt
2.	Abdullateh Samea	3 Tsanawi	Darul Ma'arif Pattani
3.	Ahmad Ya'qub	3 Tsanawi	Islahiyah Ad-diniah Pattani
4.	Alawee Abdul Manae	B.A	Ilmu Qura Saudi Arabia
5.	Aminah Abdul Manae (a)	3 Tsanawi	Islahiyah Ad-diniah Pattani
6.	Aminah Abdul Manae (b)	3 Tsanawi	Tam Mulaniti Jala
7.	Anan Saleh	3 Tsanawi	Islahiyah Ad-diniah Pattani
8.	Asiah Hayee Yusuf	B.A	Al-Azhar Eghypt
9.	Cikumar Cekleh	3 Tsanawi	Darul Ma'arif Pattani
10.	Daud Abdurrasyid	3 Tsanawi	Darul Ma'arif Pattani
11.	Hasan Abdurrasyid	B.A	Al-Azhar Eghypt
12.	Ibrahim Yuttapan	3 Tsanawi	Islahiyah Ad-diniah Pattani
13.	Ismail Samea	B.A	Al-Azhar, Eghypt
14.	Izuddin Abdul Wahab	3 Tsanawi	Darul Ma'arif Pattani
15.	Ja'ronah Sammoh	3 Tsanawi	Darul Ma'arif Pattani
16.	Lari Rok	B.A	Sudan

[111]School Documentation, on Thursday, February 18, 2016.

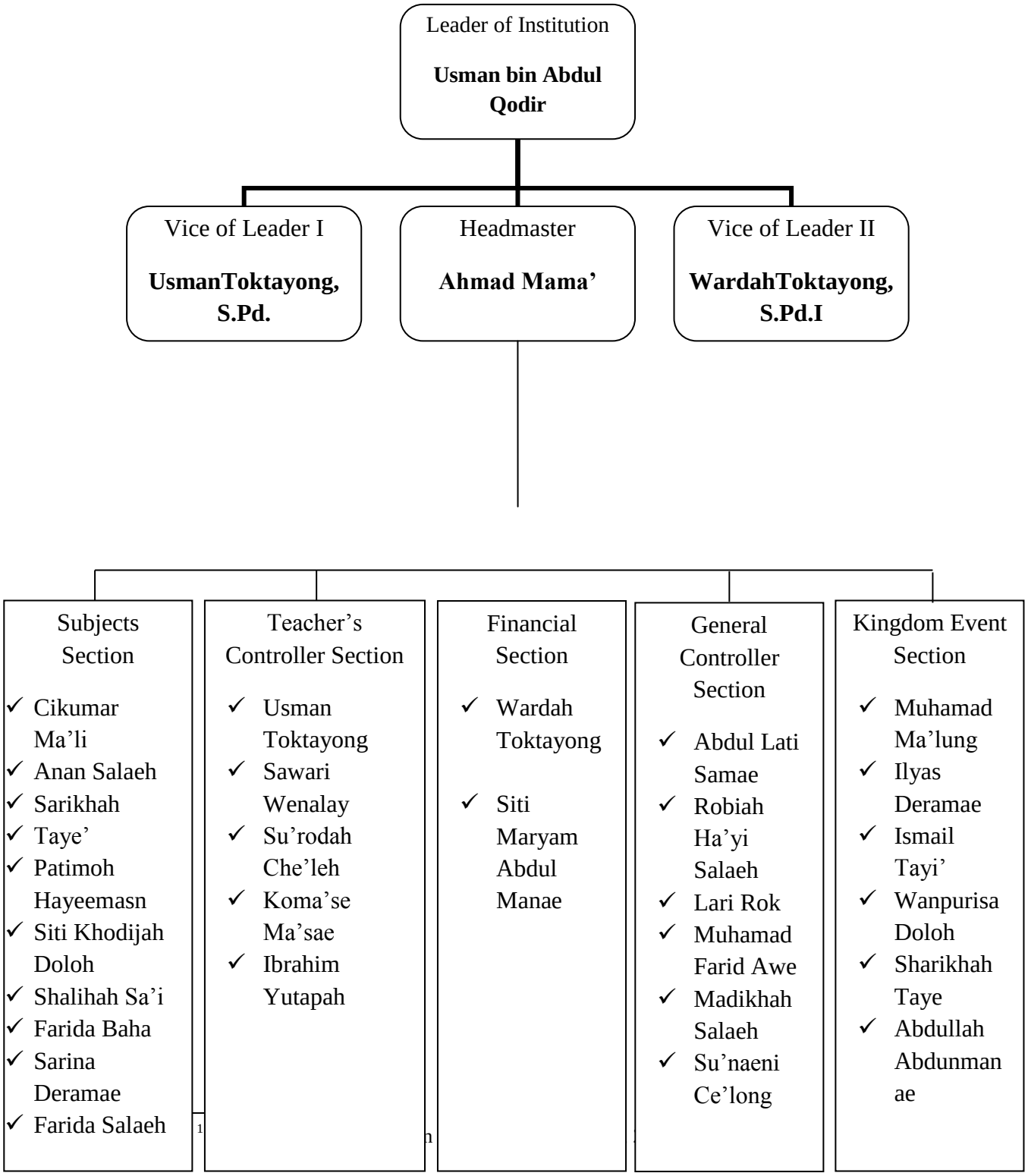
17.	Madullasi Salaeh	3 Tsanawi	Darul Ma'arif Pattani
18.	Masyitoh Usman	B.A	Al-Azhar, Eghypt
19.	Nurhuda Tayuma	3 Tsanawi	Satsamakkhi Pattani
20.	Pisah Mama	3 Tsanawi	Darul Ma'arif Pattani
21.	Rusydi Abdul Manae	B.A	Al-Azhar, Eghypt
22.	Rusnani Ahmad	3 Tsanawi	Islahiyah Ad-diniah Pattani
23.	Sarifah binti Haji Daud	3 Tsanawi	Darul Ma'arif Pattani
24.	Thohiroh Cek Ali	3 Tsanawi	Islahiyah Ad-diniah Pattani
25.	Weani Samea	3 Tsanawi	Islahiyah Ad-diniah Pattani
26.	Zakaria Ismail	3 Tsanawi	Islahiyah Ad-diniah Pattani

d. Organizational Structure

Bakong Pittaya School, for making teaching and learning activities easier especially on organization and working system, has an organizational structure and working system that connect to each other and make the coordination and implementation of the tasked easier so that learning activities can be run well. The organizational structure of Bakong Pittaya School is as following:

Chart 1

ORGANIZATIONAL STRUCTURE IN SCHOOL OF ISLAMIC EDUCATION FOUNDATION AT BAKONG PITTAYA PATTANI SOUTHERN THAILAND[112]



2. Kinds of Teaching Styles of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand

Teacher, in School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, would be focused on one educational level. Mattayaom teacher would teach only on mattayom level, so would phratom and anuban teacher. Mattayom teacher taught students by using books from government, those books were directly given to the students, so it would be adequate but unfortunately, when the students lost their books, they would not get more the book. So that, they should copy or borrow it to their friends. Besides, the book of students and teachers were same, teachers did not have another book's guidline that sometimes it made teachers confused and some teachers would explain as well as they could without asking to another one or browsing internet.

Furthermore, the writer conducted research from February 7, 2016 to March 26, 2016. Within 2 months, the writer did research. Furthermore, the writer used technique of data collection such as observation, interview, and documentation on describing the teaching style of mattayom teacher at school of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

As a guideline of the writer observation there, the writer did interview with mr. Usman Toktayong about the teaching style of

mattayom teachers at school of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, briefly.[113] He said that mattayom teachers who were teaching Islamic Education subjects, mostly, they used lecture method to explain the material. It was influenced by the way their teachers taught them (mattayom teacher) in each Islamic boarding school at the past. Furthermore, they used teacher-centered-approach to ascertain that students paid attention for the teacher so that they had big obedient which would influence on their learning. If the students were not obedient, teacher would hit them by using a little wood. It would be different on class 10, teachers would give an advise when the students were less on paying attention for the learning especially the explanation of the teachers or teachers gave a task for the students which were less on paying attention for the learning. It depended on policy of each teachers on handling the class.

In addition, Mr. Usman Toktayong said that Mattayom teachers, on class 10, were better than other teacher on lower class. It was seen by the usage of the method. There were teachers that used a small group-discussion method on teaching Islamic history, then teacher used story telling method by using proper gesture and expression on teaching akhlaq, further, teacher used simulation and group project method, in addition, teacher used only lecture on other Islamic Education subject.

[113]Interview with mr. Usman Toktayong, on Saturday, February 6, 2016.

Above all, the writer tried to observe learning process of several Mattayom teachers and interviewed them related to the teaching style.

Firstly, the writer observed *ustadzah* Ja'ranah Sammoh class as a Tarbiyah and Islamic History teacher of class 10.[114] Based on the schedule, every teacher has 4 minutes to teach her own subject, so has ustadzah Ja'ranah. Furthermore, the writer, on Tarbiyah class, sat on the back chair. Then, the teacher came in class and opened the class by reciting bassmalah. After that, she called students name one by one for attendance inquiry and persuaded students to make a small group discussion, and she divided the theme of discussion. She gave 20 minutes for discussing then she asked students to come forward and explain about the theme they discussed in 10 minutes. Furthermore, she allowed other students to ask and answer questions related to the theme of discussion in 15 minutes. After that, ustadzah Ja'ranah, in 5 minutes, gave the best answer and motivation to make students more enthusiastic on next learning process.

In addition, the writer did further interview with *ustadzah* Ja'ranah, she said that she emphasized interpersonal communication, she guided students by using asking questions, exploring options, suggesting alternatives, she taught as what they wanted to know. She saw how bored the students, when she should teach them by the only one way, that was lecture. So, she applied discussion method to make students understood

[114]Writer's Observation and be strengthen by interview,on February 7, 2016.

the material widely and respected one to another. Typically, she cared of students learning style, she said that students are different one to another because of the way they learn. It influenced on understanding the material that teacher taught. she said that she still used lecture to convey the material because several students would understand by lecturing, besides the reason also was the way her teacher, when she was a students of Islamic boarding school, taught had influenced her on teaching, but she combined the lecture with another method like a discussion and she innovated her teaching style to be better than her teacher at past.

Secondly, the writer observed Cik Umar Cekleh class. He taught Akhlaq subject.[115] He had 45 minutes on teaching students of class 10. As ussual, the writer sat on the back chair, then the teacher came in the class and opened the class by reciting basmallah. Then, he ordered student to open Akhlaq book. He started to explain the material that had been concluded by himself. He explained it by using full expression, gesture, and good intonation. When the students started to be sleepy and bored, he would be louden. In the middle of the learning, he would ask the students to check how understand them on his learning. If the students could answer the question, he would give plus mark. But if the students could not answer the question, he would write the answer on the whiteboard and explained it to make the students understood. After teaching the class, he asked students to make a summary of the lesson and submitted it the day

[115]Writer's Observation and be strengthen by interview, on February 7, 2016.

after teaching. It means that students had a day to make a summary of the lesson. It may not be same one to another. If the teacher knew that students did a cheat, he would give a punishment that was did the summary twice.

In addition, the writer did further interview with mr. Cikumar Cekleh. He said that every teacher had his own way to teach students. It depended on subject material, students, and the knowledge of teacher. He said that he saw the students more understood when he used story telling and asking-answer question method that he was a centre of learning, so he tried to used it consistently. He provides students with the learning structure and learning parameters. Further, he, before came in the class, read the material and write the important points of the material then he explained what he wrote on piece of paper to the students.

Thirdly, the writer observed Zakaria Ismail, he taught tafsir subject. He came in class, gave a shalom and asked students to say basmallah. After that, he called students name one by one, then he asked students news and he persuaded students to open tafsir book on the chapter that would be explained. Further, he asked a student to read the theme and some explanation on the book, after that he explained by standing in front of class and holding the book on hand. It run till the end of time. Additionally, he gave an assignment to the students to memorize the *dalil*, its meaning and its interpretation.

Furthermore, he asked students to answer the teacher's questions about the material discussed. On the last of learning process, he gave shalom and signed the journal of learning.

In addition, the writer did further interview with *ustadz* Zakaria Ismail. He said that he taught the student as well as his teacher taught him in the islamic boarding school when he was a student there. He was a centre on the learning, he had to be a focus of the students, he concerned with transmitting information because he would explain all material by using lecture. He was teacher that had knowledge to make students be well prepared, he said that most teachers of School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand used the same way of teaching to *ustadz* Zakaria Ismail.[116]

Fourthly, the writer observed *Ustadz* Alawee Abdul Manae class. He was a bachelor of Ilmu Qura Saudi Arabia University. He taught balaghah subject. [117] Balaghah was learning about syiir in arabic. Furthermore, the writer, as ussual, sat on the back of students. Firstly, he came in the class by shalom. Secondly, he smiled on students and asked their news. After that, he reviewed syiir together with students. Furthermore, he gave project of syiir, he did not divide the group and group was a right for students. The most important thing was students doing the project as a team. After he explained his guidance of project

[116]Writer's Observation and be strengthen by interview and documentation, on February 8, 2016.

[117]Writer's Observation and be strengthen by interview and documentation, on February 9, 2016.

clearly. Students were crowded to choose the group and decide what syiir that would be their project. Furthermore, the bell rang, *Ustadz* Alawee Abdul Manae did attandance inquiry and closed the class by shalom.

Further, the writer did interview with *Ustadz* Alawee Abdul Manae. He said that he tried to teach students by emphasizing on autonomous, self directedness. He kept communication to the students about the learning. Further, he said that he taught students as he learned the material and he preferred to teach students. In addition, he said that time was limit to order students to do group project, so that why, he asked students to do the group project out of the learning time.

Fifthly, the writer observed *Ustadzah* Sarifah binti Haji Daud class.[118] She was a graduate of Darul Pattani's Islamic boarding school. Further, she continued her study in Narathiwat University and had not graduated yet. She taught Fiqh Subject in class 10 at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand. Firstly, she came in class by smiling and sat down on the chair, then, she did attandance inquiry. Secondly, she asked students to open fiqh book, then, she explained it on a little bit time. Thirdly, she practiced it in front of students and asked students to do the same, after that she encouraged student to be an instructor for his friends. Fourthly, she asked some question to know how far students understand about the material that be barely practiced. 45 minutes passed, she gave an assignment to students

[118]Writer's Observation and be strengthen by interview and documentation, on February 9, 2016.

and asked them to submit the assignment as soon as possible. The last, she close the class by shalom.

Further, the writer did interview with *Ustadzah* Sarifah binti Haji Daud. She said that fiqh should be simulated by students in order to be able to do as suitable as fiqh material. Furthermore, she said that she taught student by this style because she cared to the students. She wanted students to be able and happy on the learning. in addition, she said that that was her style and this style was influenced by context of teaching.

3. Factors that Influence Teaching Style of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand

   a. Personal Characteristic

      Male and female teachers differ their teaching style in classroom. Male teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, were more dominant and not tolerant with the students. In the contrary, female teachers were more tolerant and warm. Furthermore, male teachers would teach the material as the teaching style that it was most comfortable for him. Then, female teachers will teach by considering the students wanted.[119]

      Further, experienced and younger teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand,

[119]Writer's Observation on *Ustadz* Cikumar Cekleh and *Ustadzah* Ja'ranah Sammoh, on February 7, 2016.

were different on their teaching style. Younger teachers tended to see and try how several experienced teachers taught students to imitate their teaching style.[120] It made the teaching style of younger teachers unclear. Furthermore, the experienced teachers would be easier to teach and handle the students and the teaching style was clearly and consistenly used.

In addition, personality could influence the teacher teaching style beacause personality traits involved behavior and psychological characteristics provided useful information when investigating teacher teaching style. Teachers personality, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, had two kinds personality such as extroversion and introversion. Extrovert and introvert teachers were different, extrovert personality liked to talk a lot to students and introvert personality liked toward idea and concept.[121]

However, teachers, at School of Islamic Education Foundation at Bakong Pittaya Southern Thailand, believed that student would be smarter and know more by always memorizing the material. What teachers beliefs strongly influenced teacher's behavior in general and teaching style in particular subject.

b. Experience and preparation in teaching

[120]Interview with Mr. Usman Toktayong, on February 6, 2016.
[121]Writer's Observation, on February 14, 2016.

Teachers preffered to teach students based on what work on them as he was a student. Some teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, had same style to their teacher in Islamic boarding school. The writer got interview with *ustadz* Zakaria Ismail said that he taught students as what his teacher taught him in Islamic boarding school.[122] So that why he assumed that what teacher used in learning, that was the good way to be applied in School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand.

Furthermore, mattayom teachers, mostly, liked to learn by memorizing so that why they will teach students that would be oriented to how memorize the material. Furthermore, the way teacher preferred to learn were influencing teacher's teaching style in classroom.

c. Context of teaching

The writer, on observation, saw that class did not have LCD, speaker inside, and etc.[123] Insufficient resources probably could make teachers at School of Islamic Edcuation Foundation at Bakong Pittaya Pattani Southern Thailand tended to apply the easiest style that would not need media. They just need whiteboard and boardmarker to explain the material to the students.

[122]Interview with Ustadz Zakaria Ismail, on February 8, 2016.
[123]Writer's Observation, on February 14, 2016.

In addition, teacher had 45 minutes to teach mattayom students and the material was much enough,[124] so that teachers preferred to use teaching stye that was proper with the time.

B. Data Analysis on Kinds of Teaching Styles of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand

1. Kinds of Teaching Styles of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand

Teacher, in School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, taught based on government suggestion such using the book from government. Furthermore, as writer observed there about teaching style of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, the writer got several teaching style of mattayom teacher on teaching class 10 students. Firstly, the writer ws going to analyze the teaching style of *ustadzah* Ja'ranah sammoh. *Ustadzah* Ja'ranah Sammoh, on the writer's observation, she taught students by using small group discussion method and exploring the options of students, then *ustadzah* Ja'ranah Sammoh, on the interview, said that she emphasized interpersonal communication, she guided students by using asking questions, exploring options, suggesting alternatives, she taught as what they wanted to know. From the statements above, it was suitable with Anthony F Grasha's Theory about typologies of

[124] Writer's Observation and be strengthen by interview with *Ustadz* Alawee Abdul Manae, on February 9, 2016.

teaching style. He shows the characteristics of some teaching styles such as expert, formal authority, facilitator, personal model and delegator. The description of result observation and interview of *ustadzah* Ja'ranah Sammoh showed that she tended to use Facilitator teaching style. This teaching style was absolutely rarely to be used by teachers there as the writer observed because this teaching style, on the learning process, needed more time and it would be difficult for teacher that never used it before.

Secondly, the writer was going to analyze teaching style of *ustadz* Cikumar Cekleh. Based on observation, *ustadz* Cikumar Cekleh used lecture (story telling) and asking-answer questions, it meant that he provided both negative and positive feedback to the students. Besides, he was also a centre of his learning. Furthermore, he, on the interview, said that he provided students with the learning structure and learning parameters. In addition, those statements were conformed to the characteristic of five teaching styles on Anthony F Grasha's Theory, then it was compatible with formal authority teaching style. It was indicated from the approach, method that be used and compatibility each other. Clearly, the teaching style of *ustadz* Cikumar Cekleh was formal authority.

Thirdly, the writer was going to analyze teaching style of *ustadz* Zakaria Ismail. He, on the writer observation, explained the material from the first till the end of time learning, besides, he said in the interview that he was a teacher that had knowledge to make the students be well

prepared. If the writer saw on Anthony F Grasha's Theory about typologies of teaching style such as expert, formal authority, etc as the writer mentioned earlier, it would be compatible with the characteristics of expert teaching style. So that teaching style of *ustadz* Zakaria Ismail was expert. It was mostly used by almost teachers there because it did not need more time, thinking and action.

Fourthly, the writer was going to analyze teaching style of *Ustadz* Alawee Abdul Manae. He, on the observation, wanted his students to work as a team. Further, he asked students to do group project of syiir. In addition, he, on interview, said that he was a guide or coach for his students and his statement "he kept communication to student about the learning" meant that he used student centre approach. Those indicators were suitable with Anthony F Grasha's theory. He said that delegator was teacher who emphasized on autonomy, self directedness, and encouraged students to work independently or in a team. From those statements, it was clear that the teaching style of *Ustadz* Alawee was delegator.

Last but not least, the writer was going to analyze the teaching style of *Ustadzah* Sarifah binti Haiji Daud. She, based on observation, taught fiqh material to students by using simulation. Further, she, on the interview, said that she encouraged students to be an instructor of simulation for their friends. Her statement "she cared of students" meant that she used student centre learning. Those statements were suitable with Anthony F. Grasha's theory. He mentioned that personal model was a

teacher encouraging the student to be an instructor and guiding student by demonstration. It was clear that the teaching style of *Ustadzah* Sarifah binti Haji Daud was personal model.

Further, the teaching styles of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand has five types such as facilitator, formal authority, expert, delegator and personal model. In addition the teaching style on theory was suitable with the teaching style on field. Teaching style was formed by caused of compatibility teacher with background of teaching at past, students, and the knowledge of teaching style, context of teaching, time, the way teacher prefer to learn and the way teacher prefer to teach students. Moreover, the writer got other evidences from the interview with ustadzah Ja'ranah Sammoh that teacher, in School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, rarely gott teaching style trainings or teaching development to make the knowlege of the teacher wider. Besides, mattayom teachers mostly did not continue their study on high education or university.[125] So that why teachers got teaching sciences only from their each past teachers in Islamic boarding school.

2. Factors that Influence Teaching Style of Mattayom Teachers at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand

   a. Personal Characteristic

[125]Interview with *Ustadzah* Ja'ranah Sammoh on February, 18, 2016.

Male and female teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, had different teaching style. This factor is suitable with the Donald theory that included on how Gender Influenced Teaching Style.

He said that male and female teacher differ on their teaching style in the classroom, in adition, he said that female teacher more often maintain “warmer” classrooms and more tolerant of misbehavior. Then, male teacher tended to more authority in classroom. So, gender (male and female) teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, was a significant factor on influencing teaching style. The writer saw that gender was really significant factor, it was strengthen by thick culture of gender inequality that man had more authority than woman. Woman was only standing on behind of man.

Furthermore, Age and experience were one of factors that influenced and detected the teacher teaching style at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand. It is suitable with Wolter and Daugherty that included on how age and experience influenced teaching style, as quoted by Mehrak Rahimi, said that teachers in their first year of teaching reported significantly lower self-efficacy for instructional practices and classroom management than did teachers with more experience. It is similar to the field, Younger teachers, at school of Islamic Education

Foundation at Bakong Pittaya Pattani Southern Thailand, tended to see how several experienced teachers taught students. It made the teaching style of younger teachers unclear. Furthermore, the experienced teachers would be easier to teach and handle the students and the teaching style was clearly and consistenly used.

In addition, this personality factor affected teacher teaching style at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand. Personality of mattayom teacher were extroversion and introversion that made teachers had own teaching style in the classroom. It is similar to Donald theory on how personality affected teaching style, he said that personality needs may be particularly influential when it comes to decide how the teacher will teach a particular lesson. Furtermore, it is strengthen by Claudio H. Diaz Larenanz, extrovert and introvert personality has relationship to the teaching style. Thus, Teaching style of introvert personality will tend to formal authority and expert but teaching style of extrovert personality will tend to facilitator, delegator and personal example.

Additionally, teacher, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, believe that teaching style used on learning would be proper with the students and easier to be used by students. It is suitable with Donal theory on how teacher's beliefs affected teaching style, he said that teacher who

believe that students can learn the content, they teach more content and insist on higher students performance, and reverse is also true.

b. Experience and preparation in teaching

Some teachers, at School of Islamic Education Foundation at Bakong Pittaya Pattani Southern Thailand, had same style to their teacher in Islamic boarding school. It is similar to donald quotation on how the way teacher were taught affected teaching style that some teachers claimed that "i teach as i was taught", then their teaching style will be like their mentors. It was said by *Ustadz* Zakaria Ismail on the interview.[126]

Furthermore, Mattayom teachers, mostly, liked to learn by memorizing so that why they will teach students that would be oriented to how memorize the material. It is similar to Rita S. Dunn theory, on how the way teacher preferred to learn affected teaching style, said that teaching style tends to correspond how each person learned which partially explains instructors and others are informal ones.

c. Context of Teaching

Teacher, at School of Islamic Edcuation Foundation at Bakong Pittaya Pattani Southern Thailand, said that context of teaching was

[126]Interview with *Ustadz* Zakaria Ismail, on February 8, 2016.

one of factors that influencing the teaching style.[127] Context of teaching was divided to be two, such as availability of time and availability of material and equipment. Further, several teachers tended to apply the easiest style that would not need media. It was seen that availability of material and equipment affected teachers teaching style as Donald, on how availability of material and equipment affected teaching style, said that teachers without adequate educational material, even textbooks, are severally limited in how or what they can teach. In brief, school with less material and equipment will bound teachers teaching style on using innovative method and approach.

Teachers, at School of Islamic education Foundation at Bakong Pittaya Pattani Southern Thailand, had 45 minutes on teaching their own subject that made teachers tended to expert teaching style. That teaching style had easiest method and approach. It was similar to Donald theory, on how available time affected teaching style, said that when time short, teachers may have to be more direct, telling students what they need to know through lecture, since that is a reasonably efficient way of presenting large amounts of information in a short amount of time.

[127]Interview with *Ustadzah* Sarifah binti Haji Daud, on february 9, 2016.

In brief, the writer, on data analysis, could say that the factors that influenced teaching style on the theory were suitable with the factors that influenced teaching style on the field.

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 knowlege 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 critism 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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