An Analysis of Teachers' Style in Teaching English at SMP Negeri Karang Panggung

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ABSTRACT

The students who are successful in learning English need to go further with the teacher role, which can increase student motivation in learning. Because of that, we need to do research to determine how the teacher transfers the material in the classroom. This research aimed to describe the teachers' teaching style used in teaching English at SMP Negeri Karang Panggung and the dominant teaching style used by teachers. The subjects in this research were teachers at SMP Negeri Karang Panggung. The researcher used a descriptive qualitative method, and the data were collected through questionnaires and interviews. Based on the data analysis, it could be concluded that teachers at SMP Negeri Karang Panggung use an interactional teaching style in the teaching and learning process. Both of the teachers involve students in discussing the material, giving opinions, having a sense of dependence, making it easier to understand the material, and making learning in class enjoyable.

Keywords: Analysis, English teaching style, Teaching.

INTRODUCTION

A Teacher teaches, guides, controls, and motivates students to have a good mindset and behavior. The teacher should be a professional teacher, such as becoming the motivator or guide for students. According to Putri & Elmiati (2017:125), the teacher actively guides the students. If the students struggle to learn the material, the teacher should help the students review or explain the material. The teacher has a vital role in the teaching-learning process because the teacher is the factors that influence the students to be good students in the school is the teacher. The primary duty of a teacher is not only teaching but also an educator. They also should educate their students. A good teacher will improve students' participation in teaching and learning. It means that the teacher is one of the main factors motivating the students in teaching and learning.

Learning is an activity that is always done in the school between teachers and students. In the learning activity, the teacher will give an instructional statement or motivation for the student, and in the learning process, the students will achieve some instructional or some knowledge from the teacher. Learning is the program activities of teachers in instructional design that make students active in learning, emphasizing the provision of learning resources

(Dimyati cited in Putri & Elmiati, 2017:126). It means that the teacher must make the role of instruction when in the teaching and learning process, and whatever the source of the material the teachers use in the teaching and learning process, the teacher must have responsibility for the resource straightforward and understood by the teacher to transfer or to discuss to the students. They must know that the resources of the material can be used to teach or to transfer for the students.

In addition, Putri & Elmiati (2017:125) state that the teacher has a vital role in the teaching-learning process because one of the factors that influence the students to be good students in the school is a teacher. This means teachers' roles in teaching and learning are critical. The teacher was also the motivator for the students. The teacher must have a great desire and purpose to foster a sense of students' interest and motivation in teaching and learning. How the teacher plays a role in teaching and learning activities determines the mindset of students to be motivated and interested in learning, especially in English.

According to Bustos & Espiritu, as cited in Putri & Elmiati (2017:126), teaching style is the way teachers teach, and their distinctive mannerisms are complemented by their teaching behaviors and strategies. This means that the teacher must have a way in the teaching and learning process to make the material accessible for the students to understand. And the goal of the teaching and learning process will be achieved well.

Motivation is essential for the students to get information from the teacher who gives or transfers them well about the material in the teaching and learning process. Motivation is a hard power that supports students in taking appropriate action with the goals of the teaching and learning process. With the motivation that arises from students, all the teaching and learning goals will be achieved properly. Therefore, motivation can affect the success of the teaching and learning process. According to Tohidi & Jabbari (2012:820), motivation is the power of people to achieve high-performance levels and overcome barriers to change. Motivation drives guidance, control, and persistence in human behavior. Gardner said, cited in Alizadeh (2016:11), that a motivating person spends effort toward the aim, but the person expanding effort is only sometimes motivated. This means that motivation is essential to encourage good behavior in them.

How to motivate the students to learn, the teacher must have a way or idea in teaching the students interested in learning English. According to Triyogo (2016:11), learning is a process of improving knowledge gained from reading books, the internet, and from teachers. All of them are usually done to deepen someone's knowledge. We can get new knowledge from many sources, such as books, articles, journals, etc. Learning is one of the activities through which we can get new knowledge from the teacher. For example, teachers must have a learning style that can make their students active during the learning process. The teaching style is how each teacher should make their students interested in studying, especially English. Every teacher has a different teaching style to motivate the students to learn English.

Based on the phenomenon nowadays, researchers have found that students lack motivation to learn English. Therefore, teachers must know how to make students learn English. Teachers must connect their students' learning styles with their teachers' teaching

styles. Teaching style describes the manner in which the teacher manages instruction and classroom environment Gaffor, (2012:58). It means that the teachers should have a style in teaching to make their students interested in learning English. The actions that the teachers do can make students active or not. With this style, the teachers can show their knowledge, skills, and performance to make the students active in the learning process.

Related to the problem above, the researcher is interested in doing the research with the title "An Analysis of Teacher Style in Teaching English at SMP Negeri Karang Panggung**"** in order to know what teaching styles are used and what the dominant teaching style used by the teacher in teaching English.

ENGLISH TEACHING STYLE

According to Bustos & Espiritu (2000:38), teaching style is defined as the way teachers teach and their distinctive mannerisms complemented by their choices of learning behaviours and strategies. This means that teaching style is the way every teacher has the style to make it easier for the students to understand the material. In addition, Saswandi (2014:38) said that a teacher's teaching style is the teacher's style expressed through the behaviors, characteristics, and mannerisms that reflect teaching philosophy and the role that is preferred to take when conveying information in a classroom. The teaching style is teacher style in the teaching and learning process, every teacher has a different style to make their student enjoy and comfortable in teaching and learning process.

TEACHER

The teacher is a role model in the school and an excellent motivator who makes the teaching and learning process enjoyable. The teacher must have good planning when they want to make the students understand the material they have given easily. According to Atma, Azahra, Mustadi & Adina (2020:1), teachers are the second parents of the students at school. As a role model for students at school, teachers should have qualified teaching skills. Then, as the most influential education administration implemented in the administration of education, teachers are responsible for the implementation of the teaching and learning process in the school. This means that the teacher is the most critical person who influences students to study. The teacher is responsible for the improvement of students.

In addition, Dewi, Dewi,& Supriyanti (2020:546) said that teachers are expected to have a good attitude during the teaching and learning process. The students will follow what the teachers do because the teacher is their model in the school. Therefore, the teacher should have a good attitude. The teacher should develop their attitude quality in personality, piousness, and social morals. This means that the teacher must have good planning when choosing the teaching style they want to teach the students.

MOTIVATION

Motivation is a feeling that someone has to do something well. According to Mahadi & Jafari (2012:234), motivation is a significant and influential factor in the field of learning language. This means that in the teaching and learning process, motivation is essential because the motivation that exists within the students makes them grow interested in learning, curious about something, and self-motivated, which makes the teaching and learning process more accessible to achieve.

In addition, Putri & Elmiati (2017:130) stated that motivation is an essential factor for students' success in learning. Motivation can be stimulated by outside or external factors, but it increases inside the people. It is one of the instruments of learning and has a significant effect on the success of learning. When the students have the motivation to learn, they will get success in their studies. This means that the material transfer by the students during the teaching and learning process will make it easy for the students to understand the material given. When there is motivation in students, they will enjoy and be comfortable following the teaching and learning process, and they will quickly master the material provided.

Then, according to Alizadeh (2016), motivation is an essential factor in learning a foreign language, which is in influenced by different variables. This means that in learning a foreign language, it is necessary to be motivated in advance to make it easier to understand. Without motivation to learn a foreign language, it will be difficult to understand the foreign language itself. There were many forms of variation that can foster motivation.

In addition, motivation is the cause and manner of the organization to force people to do certain behaviors (Tohidi & Jabbari, 2011). This means that motivation is the way a person or organization requires a behavior that leads to a good. By growing motivation, a person or organization can more easily direct someone to be interested in something.

METHOD

In this research, the researcher will use a descriptive qualitative method. Then, the researcher would describe types of teacher styles in teaching English. According to Aspers (2019:5), Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative research studies things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

In addition, Borg and Gall, cited in Sugiyono (2019:4), stated that qualitative research is much more challenging to do well than qualitative research because the data collected are usually subjective, and the mean measurement tool for collecting the data is the investigator himself/herself. This means that qualitative research is the research where the researcher makes a description of something that the researcher wants to know.

Time and Place of The Research

This research was conducted from March 2023 until April 2023. The researcher will conduct this research at SMP Negeri Karang Panggung. The researcher takes SMP Negeri Karang Panggung, which is why the researcher would collect the data (An Analysis of Teachers' Style in Teaching English at SMP Negeri Karang Panggung).

C. Subject of the Research

The subjects in this research were all teachers who teach English at Junior High School in Karang Panggung. There are 2 English teachers at the school:

Table 3.1
English Teacher at SMP Negeri Karang Panggung

No	Teachers
1	Lussi Arel Alya, S.Pd., M.Pd.
2	Juwita Hesti Kartika, S.Pd.

D. Research Instrument

In qualitative research, the researcher is the main instrument. According to Sugiyono (2019:408), qualitative research, as a human instrument, serves to determine the focus of the study, choose information as sources of data, collect data, obtain data quality, analyze data, collect data, give meaning, and make conclusions in her findings.

Then, Lincoln and Guba, cited in Sugiyono (2019:407), stated that the instrument of choice in naturalistic inquiry is the human. The researcher shall see that other forms of instrumentation may be used in later phases of investigation, but the human is the initial and continuing mainstay. However, if the human instrument has been used extensively in earlier stages of inquiry, an instrument that is grounded in the data that the human instrument has produced can be constructed.

In addition, Nasution cited in Sugiyono (2019:408), in qualitative research, there is no other choice than to make humans the main research instrument. The reason is that the research focus, research procedures, hypotheses used, and even the expected results cannot be determined clearly beforehand. Everything still needs to be developed throughout the research. In this uncertain situation, there is no other choice, and the researcher is the only tool that can achieve it. Based on the explanation about the researcher concludes that the human instrument or the researcher is the key of qualitative research.

E. Technique of Collecting the Data

In this research, the researcher would use two techniques to collect the data. They were questionnaire and interview:

1. Questionnaire

The questionnaire is the instrument for collecting the data in this research. According to Sugiyono (2019:231), the questionnaire represents a data technique that is carried out by giving a set of questions or written statements to respondents to be answered. It means that the questionnaire is a written question, and the answer to the question is also written.

In this research, the type of questionnaire used by the researcher was a closed questionnaire. According to Sugiyono (2019:201), the close questionnaire is the question that expects the respondent to choose an alternative answer to each of the questions that have been provided. In this research, the researcher used the theory of Ali (2014:59-60), Adapted about four kinds of teacher teaching styles as a guide to making a questionnaire. The four types of them, they were:

a. Classical Teaching Style,
b. Technological Teaching Style,
c. Personalized Teaching Style,
d. Interactional Teaching Style.

There were nineteen questions for the teachers:

Table 3.2
Specification of Questionnaire for the Teachers

No	Theory	Types of teaching style	Indicator	Number of statement
1	Ali (2014:59)	Classical teaching style	1. Teacher centered	1
			2. Mastering material	2
			3. Listen to/ receive the teacher's explanation about the material	3
			4. Content of the material known by the students.	4
2	Ali (2014:59-60)	Technological teaching style	1. Teaching and learning using media	6, 7
			2. Prepare material	8
			3. Teacher role	9, 13, 14
3	Ali (2014:60)	Personalized teaching style	1. Teaching and learning based on students' interest	11, 12

			2.The feedback of four types of teaching style for the students	5, 10, 15, 19
4	Ali (2014:60)	Interactional teaching style	1. Situation in teaching	16, 17, 18

2. Interview

In this research, the researcher used unstructured interviews to collect the data. According to Sugiyono (2019:421), the unstructured interview was an independent interview where researchers do not use interviews that have been structured systematically and completely for data collection. The interview used only an outline of the problem to be asked.

In addition, Esterberg, cited in Sugiyono (2019:418), interview is a meeting of two persons to exchange information and ideas through question and responses, resulting in communication to get the information and to get the answer to the question from the other.

There were seven questions for the interview list:

a. What did you do before the teaching and learning process was carried out?
b. What grade do you teach?
c. How do you position your students in the class?
d. What problems did you face while teaching at this school?
e. How do you deal with students who need more motivation in learning English?
f. Based on the answers to the questionnaire that you have filled in, you use:
   1) Classic teaching style
   2) Technology teaching style
   3) Personalized teaching style
   4) Interactional teaching style
g. In your opinion, is there a positive impact on the students and teachers themselves by using or applying such a teaching style?

F. Technique for Analyzing the Data

In this research, there were some procedures for analyzing the questionnaire and interview data, they were primer data and questionnaire data:

a. For the questionnaire, the researcher would classify the data based on the source of the data about types of teaching styles.
b. The researcher would analyze the data about types of teaching style.
c. For the interview, the researcher would ask the teacher and classify the data based on types of teaching style.
d. The researcher selects the interview data that matches the result of the data questionnaire about types of teaching style.
e. Making conclusion about the answers to the questionnaire and interview data and the influences for the students about types of teaching styles used by the teacher.

FINDINGS AND DISCUSSION

A. Research Findings

Based on the technique of collecting the data, the researcher found the teaching style in teaching English used by the teacher at Junior High School Karang Panggung through questionnaire and interviews with three teachers of English. The teaching styles were classical teaching style, technological teaching style, personalized teaching style, and interactional teaching style. The findings of this research were described on several points; there were (1) Questionnaire results and (2) Interviews.

1. Questionnaire Result

The questionnaire in this research was made by the researcher, from adapting, or using the theory of four teaching style from Ali (2014:59-60), where each teaching style consists of several statements, namely: classical teaching style consists of five statements, technological teaching style consist of five statements, personalized teaching style consist of five statements, personalized teaching style consist of five statements and interactional teaching style consist of four statements. The questionnaire results are presented in the following table.

Table 4.1
Questionnaire Result of Teachers

No	Types of Teaching Style	Statement	Teacher 1		Teacher 2	
			Yes	No	Yes	No
1	Classical Teaching Style	1. The teacher is dominant in explaining the material to the students.	✓		✓	
		2. The teacher controls all the activities in a classroom.	✓		✓	
		3. The teacher asks students to listen and pay attention to the material explanation.	✓		✓	
		4. The content of a material is chosen based on the information and ideas known by the teacher.				
		5. The students are focused on listening to the				

		teacher's explanation without having a chance to give opinions.				

The first type of teaching style was the classical teaching style, in which five statements were given to the teachers. In the first statement, The teacher was dominant in explaining the material to students. The teachers had the same answer; the first teacher and the second teacher agreed with this statement. The second statement is that the teacher controls all the activities in a classroom, and both teachers agree with this statement. The third statement is that the teacher asked students to listen and pay attention to the material explanation, and both teachers agreed with this statement. The fourth statement is that the content of a material was chosen based on the information and ideas known by the teacher. Both of the teachers had the same answer, and they disagreed with this statement. The fifth statement is that the students are focused on listening to the teacher's explanation without having a chance to give opinions. Both of the teachers had the same answer, which was that they disagreed with this statement.

From the table and explanation above, in classical teaching style, the first teacher answered three points (YES) of five statements, they are: The teacher is dominant in explaining the material to the students. The teacher controls all the activity in a classroom, and the teacher asks students to listen and pay attention on the material explanation. The second teacher also answered three points (YES) of five statements: The teacher was dominant in explaining the material to the students. The teacher controls all the activities in a classroom, and the teacher asks students to listen and pay attention to the material explanation.

Table 4.2
Questionnaire Result of Teachers

No	Types of Teaching Style	Statement	Teacher 1		Teacher 2	
			Yes	No	Yes	No
2	Technological Teaching Style	6. The teacher uses tool or media technology to transfer the material.	✓		✓	
		7. The student gives responses to the teacher's order by using media.				
		8. The material given to students has been programmed.			✓	
		9. The teacher guides, directs, and acts as a facilitator in the teaching and learning process.	✓		✓	

		10. Teaching and learning by this condition makes the students more motivated to learn English.				

The second type of teaching style was the technological teaching style. There were five statements of this type. The first statement is that the teacher used tools or media technology to transfer the material. Both teachers agreed with this statement. In the second statement, students gave responses to the teacher's order by using media. Both of the teachers had the same answer, which was that they disagreed with this statement. The third statement is that the material given to students has been programmed. The first teacher disagreed with this statement, and the second teacher agreed with this statement. Fourth statement: The teacher guides, directs, and acts as a facilitator in the teaching and learning process. Both of the teachers had same answer: they agreed with this statement. And the last statement is teaching and learning in this condition make the students were more motived to learn English. Both of the teachers had the same answer: they were disagree with this statement

From the table and explanation above, in Technological teaching style, the first teacher answered two points (YES) of five statement, they were : The teacher used tool or media technology to transfer the material and The teacher guides, directs, and acts as a facilitator in teaching and learning process. The second teacher answered four points (YES) of five statement, they were : The teacher used tool or media technology to transfer the material, the material was given to students have been programmed, the teacher guides, directs, and acts as a facilitator in teaching and learning process, and teaching and learning by this condition make the students were more motivated to learn English.

Table 4.3
Questionnaire Result of Teachers

No	Types of Teaching Style	Statement	Teacher 1		Teacher 2	
			Yes	No	Yes	No
3	Personalized Teaching Style	11. The teacher teaches the English materials based on situation and condition of the students.				

		12. The teacher delivers the material by observing/paying attention on students readiness.				
		13. The teacher assists and guides the student's improvement through their learning experiences.			✓	
		14. The teachers is able to be good psychologist and human resource for students.	✓		✓	
		15. The students are involved to develop the materials in learning English.			✓	

The third type of teacher style was personalized teaching style, there were five statement in this type. The firststatement,the teacher teaches the English material based on situation and condition of the students, both of the teacher had same answered they were disagree with this statement. The second statement is that the teachers the material by observing/paying attention on students readiness, both of the teacher had same answered, but they were disagree with this statement. The third statement, the teacher assists and guides student's improvement through their learning experiences, the first teacher disagree with this statement and the second teacher agree with this statement. The fourth statement is that the teachers was able to be good psyhologist and human resource for students, both of the teachers had the same answered, and they were agree with this statement. And the fifth statement, the students involved to develop the materials in learning English, the first teacher were the techers had different answered, the first teacher was agree with this statement and the second teacher disagree with this statement.

Based on the table and explanation above, the first teacher answered one point (YES) of five statement, the teacher was able to be good psychologist and human resource for students. And the second teacher answered three points (YES) of five statement, they were : the teacher assists and guides student's improvement through their learning experiences, the teacher was able to be good psychologist and human resource for students and the students involved to develop the materials in learning English.

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Table 4.4
Questionnaire Result of Teachers

No	Types of Teaching Style	Statement	Teacher 1		Teacher 2	
			Yes	No	Yes	No
4	Interactional Teaching Style	16. The teacher invite students to discuss the material being discussed.	✓		✓	
		17. The teachers providethe opportunity for students to state their opinions.	✓		✓	
		18. Both teacher and students have a sense of dependence on each other.	✓		✓	
		19. Teaching and learning by this condition make students more straightforward to understand the material and motivated them to learn English.	✓		✓	

The last type of teacher style in this reserch, Interactional teaching style. There were four statement that given to the teachers. The first statement, the teacher invite students to discuss the material being discussed, both of the teachers had same answered they were agree with this statement. the second statement, The teachers provide the opportunity for students to state their opinions; both of the teachers had same answered they were agree with this statement. The third statement, Both teachers and students have a sense of dependence on each other, both of the teachers had same answer they agreed with this statement. And the last statement, Teaching and learning by this condition, make it easier to understand the material and motivated them to learn English. Both of the teachers had the same answered, and they agreed with this statement.

The last of teacher style, based on the table and the explanation above, the first teacher answered four points (YES) of four statement for Interactional teaching style, they were : The teacher invite students to discuss the material being discussed, The teachers provide the opportunity for students to state their opinions, Both teacher and students have a sense of dependence on each other, and Teaching and learning by this condition make students more

straightforward to understand the material and motivated them to learn English. And the second teacher answered four points (YES) of four statements for Interactional teaching style; they were : The teacher invite students to discuss the material being discussed, The teachers provide the opportunity for students to state their opinions, Both teacher and students have a sense of dependence on each other, and Teaching and learning by this condition make students more straightforward to understand the material and motivated them to learn English.

2. Interview Result

From the results of an interview conducted by researchers and teacher, the first teacher said that before started the teaching and learning process, the teacher did the opening first, gave appreciation, absent and remembered or discussed the material studied, and provided opportunities for students to asked if there were any questions about the material that studied, and second teacher said that the first thing, the teacher did to asked the students' readiness in learning, given appreciation and asked for a list of student's attendance. The first teacher taught 8th-grade students, and the second teacher taught 7th and 9th-grade students.

When in the classroom or in teaching and learning process, the teacher divides the Students by grouping them into students who are smart and those who are less, and if indeed during the teaching and learning process, when the atmosphere in the classroom is boring the teacher and students would scramble or swap back sitting position. Based on the second teacher, when in the teaching and learning process, the teacher positions students as partners or as friends because, according to the teacher, by positioning students like that, the students will be more comfortable and free in learning.

In the teaching and learning process, the teacher used an interactional teaching style were by doing/using interactional teaching style, between teacher and student interacting directly so that the teacher could more easily and optimally provide motivation, guide, and lead Students to be more motivated and easier to understand English material and the second teacher in this interview session the teacher said that the teacher applied the interactional teaching style in teaching English. According to the teacher, this teaching style has a positive impact on the teacher and Students because with the interaction, the teacher will find it easier to motivate students, and students can also express their opinion about the English material being discussed.

B. Discussion

The teaching style was one-way teacher delivers the material to the students, in order to make it easier for students to receive the material given and to reduce the level of boredom of students in process of learning English. Teaching style in teaching and learning process was a way that teacher used to assist teacher in achieving the goals of the learning process itself.

Every teacher must have different teaching method and styles, but every teacher has one teaching technique or style that was more dominant. In this research the researcher aims to

identify the teachers teaching style at SMP Negeri Karang Panggung. Classical teaching style, technological teaching style, personalized teaching style, interactional teaching style.

In the classical teaching style the teacher was dominant to explain the material for students, the teacher control all the activity in a calssrom, the teacher asked the students to paying attention on the material explanation, the content of a material was chosen based on the information and idea known by the teacher, and the students were focused on listening to teacher's explanation without having a chance to give opinion.

Technological teaching style was the teacher used tool or media technology to transfer the material, students give responses to the teacher's order by using media, the material has given to students have been programmed, the teacher guides, directs and acts as a facilitator in teaching and learning process and teaching and learning by this condition make the students has more motivated to learning English.

Personalized teching style the teacher teaches the English material Based on situation and condition of the students, the teacher delivers the material by observing/paying attention on students readiness, the teacher assist and guides students improvement through their learning experiences, the teacher was able to be good psychologist and human resource for Students and the students has involved to develop the material in learning English.

Interactional teaching style, the teacher invite the students to discuss the material being discussed, the teacher provide the opportunity for students to state their opinions, both teacher and students have a sense of defense against each other, and teaching and learning in this condition make students easier to understand the material and motivated them to learn English.

The subject of this research was two teachers, and the data was collected through a questionnaire and interview. Based on the teacher's answers in the questionnaire and interview, the researcher got the result that there was one teaching style used by the teacher at SMP Negeri Karang Panggung; it was interactional teaching style where the teacher answered (YES) about all of the statements in this style.

According to Ali (2014), interactional teaching style was teacher's and student's role here is equally dominant. The teacher and students tried to modify various ideas or knowledge learned to find new forms based on radical studies. The teacher in this style creates a climate of interdependence and emergency of dialogue between students. Students learn through dialogic relationships, they expressed their views based on reality, also listened to the opinions of other students. This can be found a new view of the exchange of thoughts about what is learned. As for the content of the lesson focused on issues that are socio-cultural expecially those that are contemporary.

CONCLUSION

A.   Conclusion

This research is designed to analyze the teaching style used by the teachers at SMP Negeri Karang Panggung. Based on the findings of the research that have been found and discussed in the previous chapter, the teaching styles used were classical teaching style, technological teaching style, personalized teaching style and interactional teaching style. From the data analysis, the researcher found the answer from the teachers about the teaching style used by teachers at SMP Negeri Karang Panggung.

The first teacher answered in classical teaching style; the first teacher answered three points (YES) of five statements, and the second teacher also answered three points (YES) of five statements. For the technological teaching style, the first teacher answered two points (YES) of five statements, and the second teacher answered three points (YES) of five statements. Next, in the personalized teaching style, the first teacher answered one point (YES) of five statements, and the second teacher answered three points (YES) of five statements. In the last interactional teaching style, the first teacher answered four points (YES) of four statements, and the second teacher answered four points (YES) of four statements.

From the data, it can be seen that the dominant teaching style used by the teachers at SMP Negeri Karang Panggung was the Interactional Teaching Style. According to Ali (2014), in an interactional teaching style, the teachers' and students' roles are equally dominant. Teachers and students tried to modify various ideas or knowledge learned to find new forms based on radical studies.

The teacher in this style creates a climate of interdependence and the emergency of dialogue between students. Students learn though dialogic relationship, they express their views based on reality, also listened to the views of other students. This can be found a new view of the exchange of thoughts about what is learned. As for the content of the lesson focused on issues that are socio-cultural, especially those that are contemporary.

B. Suggestion

In the conclusion above ssome suggestion can be present for the English Teacher, Students and other Researcher as follow:

1. To the English Teacher

For English teacher, it is hoped that is research can be encourage and increase their motivation to apply or contribute the teaching style in teaching and learning activity.

2. To the Students

The result of the research indicated that usefull for the students in learning process and enchance their motivation to learn English. Therefore, the students need to increase their learning English improving their skill.

3. For Other Researcher

There are many aspects that can be analyzed about teaching style in teaching English. The other researcher are expected to that related to the teaching style that used by English

teacher and the result of this research may be used as early information to conduct further research.

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