

**STUDENTS PERCEPTION OF TEACHERS' TEACHING
STYLE IN THE ENGLISH CLASSROOM AT SMP IT
NUSANTARA KEMBARAN, BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

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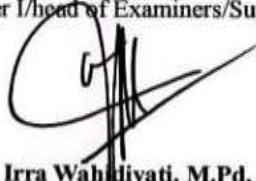
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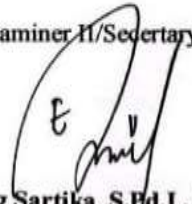
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Assalamu'alaikum Wr. Wb.

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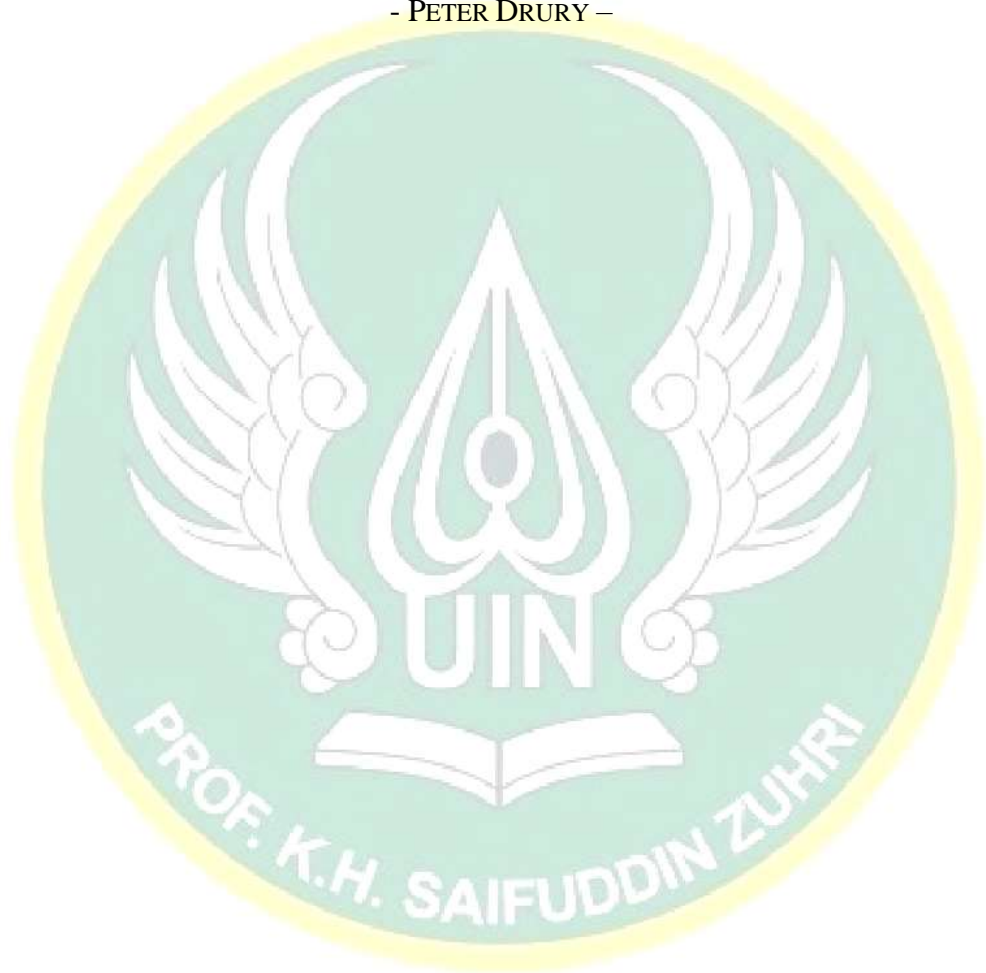
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MOTTO

“They prayed for miracles and miracles arrived.”

- PETER DRURY -



DEDICATION

I dedicated this thesis to:

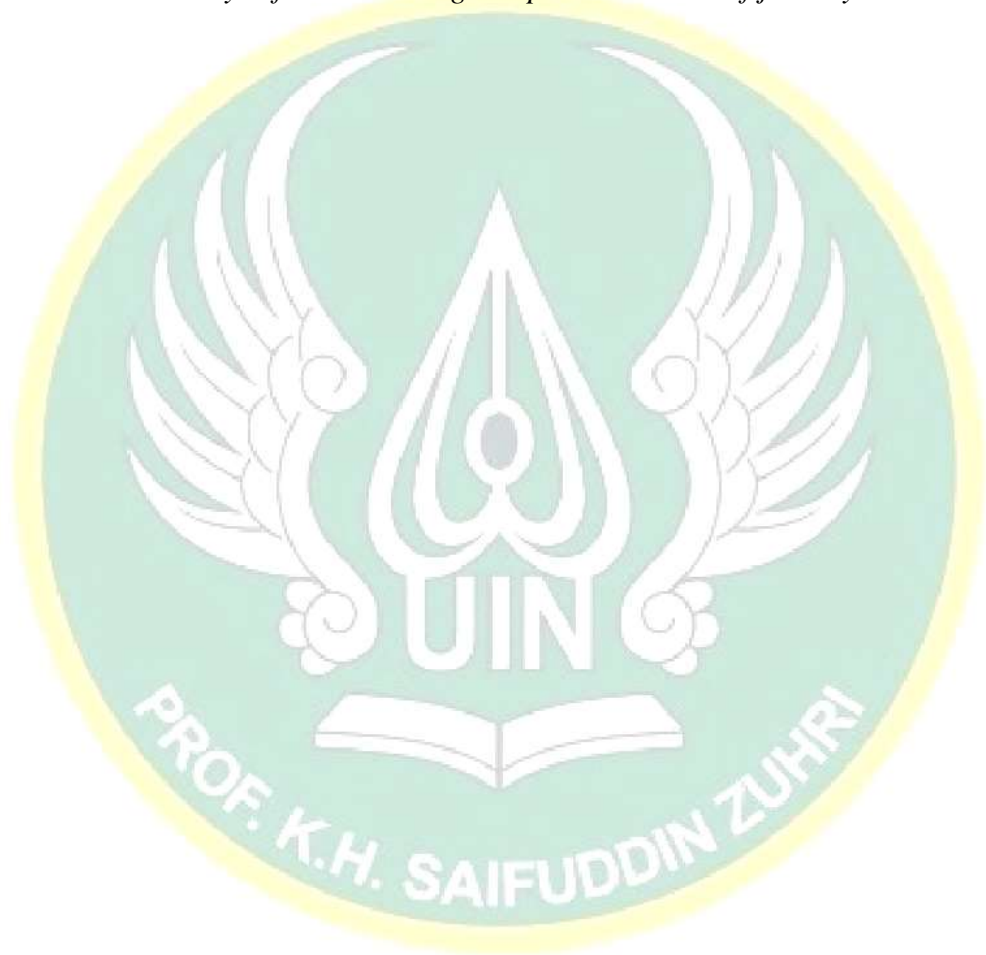
My Precious Mom, Jaimah

My Dad, M. Syahiruddin

My Aunt, Miskem

My Uncle, Mugiono

And myself who did not give up in the middle of journey



PREFACE

First of all, I praise and thanks to Allah SWT, the God of the universe, who has given me blessings, guidance, strength, and health to complete this thesis entitled “Students Perception of Teachers’ Teaching Style in the English Classroom at SMP IT Nusantara Kembaran, Banyumas”. Peace and salutation be upon our beloved prophet Muhammad SAW, his family, companions, and his faithful forever who has guided us from Jahiliya era to Islamiyah era and always become a role model for humans in the world.

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STUDENTS PERCEPTION OF TEACHERS' TEACHING STYLE IN THE ENGLISH CLASSROOM AT SMP IT NUSANTARA KEMBARAN

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ABSTRACT

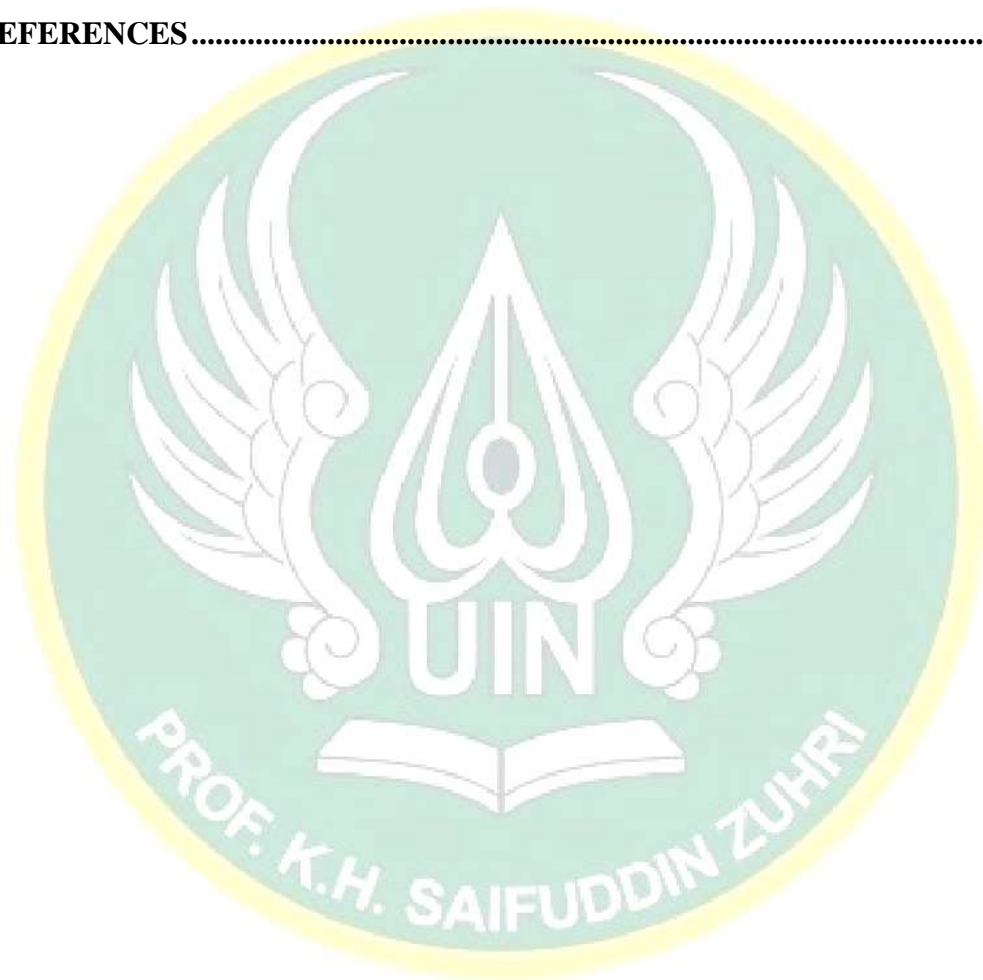
The purpose of the research is to investigate how students perceive teachers' teaching style in class at SMP It Nusantara Kembaran, Banyumas. The aim for conducting more study on this topic is to determine if English teachers have appropriately used the teaching style based on students' perspectives. This study employs a quantitative descriptive technique, using the teacher's teaching style as the object. In this study, the researcher focused on examining students' perceptions of English teachers' teaching styles in class through the results of questionnaires distributed using Likert scale calculations. The data was gathered by creating questionnaires, sending them to students, and then assessing them. The data showed that the students gave various responses, the students thought that the teacher had applied the teaching style with very good results with detailed results through the percentages of 81% expert style, 76% formal authority style, 79% personal model style, 81% facilitator style, and 77% delegator style. Therefore, the English teachers in this study have implemented their teaching styles very good according to the students.

Keywords: *Students' Perception, Teaching Style, Teachers.*

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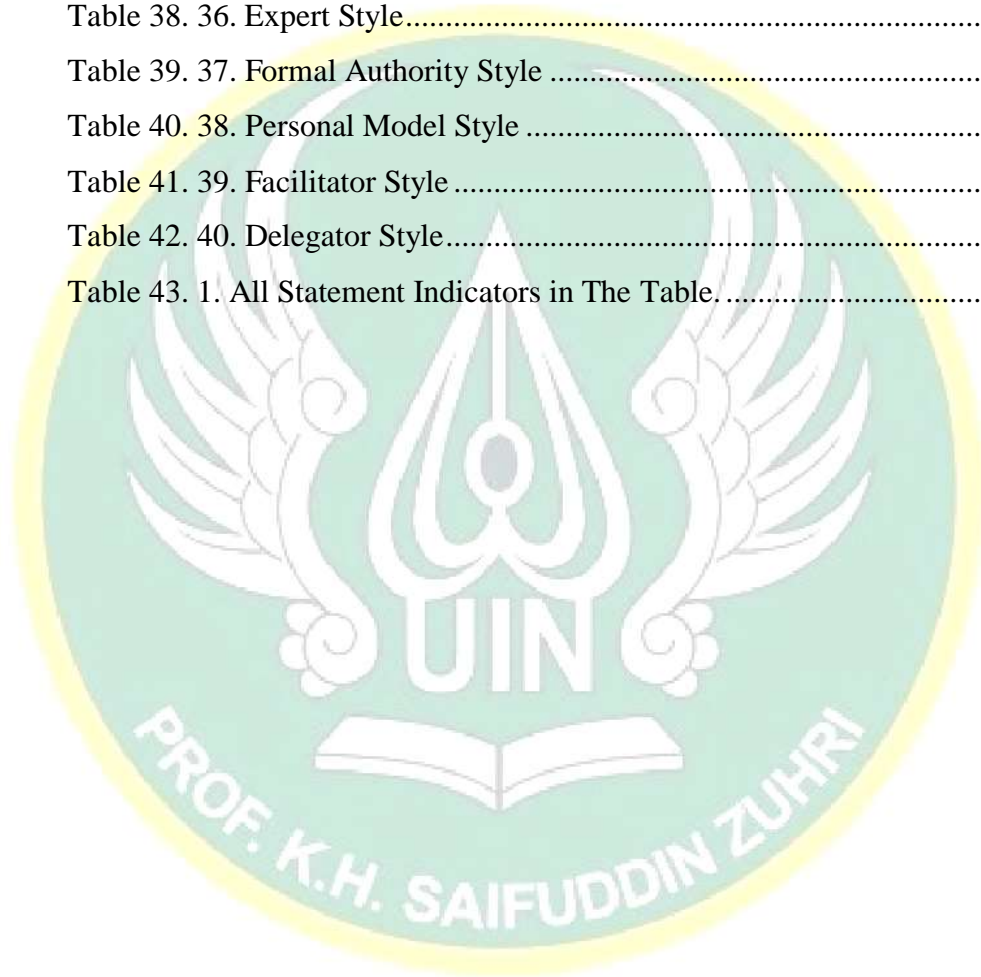
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CHAPTER I

INTRODUCTION

This chapter serves as a brief introduction of the research to be discussed. It includes an explanation of the research background, conceptual definition, research questions, the object and significances of the research, and the structure of the research. The fundamental information presented in this chapter can aid in comprehending the orientation and objective of the research.

A. Background of the Study

Teachers are individuals with proficiency in the academic content that is imparted to students, particularly in the field of education. According to Kunandar (2011), teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education formal education pathways, primary education, and secondary education. Teachers are one of the human components in the teaching-learning process, which plays a role in efforts to form potential human resources. Therefore, teachers are one of the elements in the field of education who must actively participate in placing their position as professionals, by the demands of a growing society (Sardiman, 2012). Teachers are the figures with the biggest role in determining the quality of learning in educational institutions called schools.

According to Mas (2017) role of teachers is very central, both as planners, implementers, and evaluators of learning. This means that the professional ability of teachers to create quality learning largely determines the overall success of education. The quality of learning is very dependent on the professional ability of teachers, especially in providing ease of learning to students effectively and efficiently. Mulyasa (2006) suggests that teachers play an important role in both curriculum planning and implementation. Teachers are planners, implementers, and curriculum developers for their classes (Mas, 2017). Because teachers are also at the forefront of curriculum development, teachers are also the ones who always evaluate and improve the curriculum.

Realizing how important it is to improve the activity, creativity, quality, and professionalism of teachers.

Teaching is an action taken by teachers to improve the quality of their students by using appropriate teaching strategies and designs. According to Chambers and Gregory (2006), teaching appears to be a means to an end—a collection of activities, procedures, processes, invitations, stimuli, and rhetorical strategies designed to assist students in developing into better learners—with an advantageous impact. According to Bob Moon and Ann Shelton (1994), to be good teachers, they must understand and reduce worries and tensions, maintain strong discipline, clearly see interesting ways to learn, recognize the importance of creativity and curiosity for the learning experience, and vary in their teaching style according to the material and children. Being a teacher ought to be more than simply a job; it is both a career and a profession. We are devoted to working for a long time to support the intellectual, emotional, and behavioral development of young people (Ronald R. Partin, 2005).

Subroto (2017) claims that a teacher's teaching style has a significant impact on the learning process abilities of their students. The teacher sets the direction of the educational process, and the teacher's presence serves as the primary factor in the teaching and learning process. Many aspects can affect English language learning, a teacher's teaching style is one of the things that can affect student learning in the classroom. The way teachers teach is important to maintain students' enthusiasm for learning.

According to Pratiwi and Ayu (2020), students in Indonesia are often worried while participating in foreign language lessons. When a student thinks that learning a foreign language is difficult because it is not their native language, they may become discouraged and lose enthusiasm. Motivation and learning are both required for success: motivation drives the effort to apply what has been learned, while learning gives the necessary new information and abilities (As Sabiq, 2017). Teachers have challenges engaging students and maintaining their attention, as young people learn best when they believe they

are making progress. Teachers must develop effective teaching techniques for English classes, given the difficulty of language learning for students.

Renou (2008) claims that teaching style seems plausible if teachers teach in three sensory modes (auditory, visual, and kinesthetic). Teachers will help their students retain and retrieve more information than if teachers expose them to only one sensory mode of learning. The role of teachers in English learning is very important. Sometimes students get bored with a teacher who only provides English learning materials without any other teaching variations, which makes English lessons less interesting. Teachers must have a teaching style that makes English classes attractive to students.

According to preliminary research with English teachers through interviews at SMP IT Nusantara Kembaran. According to the teacher, the teacher uses a variety of teaching styles when approaching students so that learning in the classroom becomes more effective and efficient. Besides that, the researcher also interviewed 2 students as representatives, and both students answered that learning with English teachers is fun and easy to understand because it uses many methods, such as playing games or sometimes doing questions through online media, such as quizzes. The researcher wants to know if every student has the same perception of learning activities as the two student representatives.

According to Asmi (2022), the teaching style of English teachers can affect students' learning achievement by using a variety of teaching styles. With a variety of teacher teaching styles, students' ability to understand reading techniques. Reading, writing, and speaking in English get better. Hayati et al. (2021) claim the relationship between teacher teaching style and student learning achievement can be shown using correlation and significance analysis. In the research above, the facilitatory teaching style applied by teachers as a teaching style in front of their students has shown their proficiency. In the English learning process, where the researcher conducted interviews with certain students, students said that learning was highly managed and structured, such as being attentive in taking daily quizzes and disciplined in collecting

assignments. However, the researcher was intrigued by how the students perceived the English teacher's teaching style.

In summary, there is a lot of previous research on how teachers' teaching styles can improve various skills. However, these studies did not investigate the students' perceptions. Therefore, this research presents a project entitled “Students Perception of Teachers’ Teaching Style in the English Classroom at SMP IT Nusantara Kembaran”.

B. Operational Definition

Determining the research's guiding principles requires defining the main term in the title. The research's title contains several keywords. The important words are defined by the researcher below.

1. Students Perception

Key elements and useful indicators of classroom climate are student perceptions (Freidbeg & Stein, 1999). This research focuses on discussion relating to students' analysis and opinions about English teachers' teaching styles in the classroom. In this way, the results that obtained are perceptions based on students' experiences during the learning process with English teachers.

2. Teaching Style

Teaching style is defined as consistent and continuous teachers’ behavior patter (Grasha, 2002). Teaching styles are supposed to define the behaviors that teachers exhibit as they interact with learners. A teaching style is a collection of attitudes and activities that introduce students to a formal and informal environment of learning. It is a subtly influencing force that establishes boundaries around acceptable learning techniques, processes, and products. It is this powerful force that influences the learning and teaching experience, as well as the instructor's attitude toward the student and the instructional activities employed by the teacher (Butler, 1984).

3. Teaching English

According to Brindley (1994), teaching English is an activity of an English teacher who has knowledge in the field of English and then conveys it through effective classroom practice. In addition, Brown (2000) claims teaching is defined as demonstrating or assisting someone in learning how to do something, offering instruction, directing the study of anything, supplying competence, or causing someone to have knowledge or understanding. Listening, speaking, reading, and writing are the four abilities required for teaching English. The abilities are related to each other and are inseparable. As stated by Uma and Ponnambala (2001), mastery of language abilities determines students' communicative ability in the target language.

C. Research Question

Based on the above background, the author intends to formulate the questions that will be the focal point of this research as follow; How do students' perceptions of the teacher's teaching style of English in the classroom at SMP IT Nusantara Kembaran?

D. Objective and Significance of the Research

1. The Objective of the research

Based on the problem above, the objective of the study is to find out Students Perception of Teachers' Teaching Style in the English Classroom at SMP IT Nusantara Kembaran.

2. The Significances of the Research

Theoretical Significance these findings are expected to advance present and future education by enriching knowledge about teacher teaching styles.

- a. For English teachers, the findings of this study can be used as a reference and guideline for teaching styles in the classroom.
- b. For other researchers, the study's findings could help them discover more about teaching styles, aiding more active and responsive learning. In addition, it may serve as a resource for the study of the same subjects to develop the field of education.

E. Structure of the Research

Effective research is characterized by a well-organized structure. In order to carry out an effective study, it is essential to establish a categorization for the study structure. This will facilitate a more simplified and systematic approach to the research process. According to this, the study is divided into five chapters as follows:

Chapter I explains the introduction, which includes the context of the problems, operational definition, research question, research aims, and research relevance.

Chapter II clarified the literature review, which included a review of relevant research, a review of Students' Perception, a review of teaching style, and a review of teaching English.

Chapter III discussed research methods, which included the type of study, the time and location of the research, the research site and participant, the research indicators, data collection techniques, and data analysis techniques.

Chapter IV describes extensive research findings. An explanation of Students Perception of Teachers' Teaching Style in the English Classroom at SMP IT Nusantara Kembaran.

Chapter V gives the research's results and suggestions. In this chapter, the researcher ends his or her investigation and offer some recommendations.

CHAPTER II

LITERATURE REVIEW

The chapter provides a comprehensive analysis and interpretation of theories, ideas, and research findings related to the subject being investigated in order to gain a conceptual understanding of the variables to be examined. This part contains multiple theories related to the research, including those about Students perception, Teaching Style, Teaching English.

A. Perception

1. Definition Perception

McShane & Glinow (2008) define perception as the process of interpreting information and making sense of the environment. It entails deciding which information to pay attention to, classifying it, and interpreting it in light of what we already know. In other words, perception is the act of absorbing stimuli and information from the outside environment, comprehending it, and categorizing it within the current body of knowledge. What makes perception complicated is that we do not all view things in the same manner. For example, a dog jumping on someone may be perceived as a threat by some, but it may equally be perceived as the dog just being pleased to see them. Our interests, prior experiences, and information processing ability all impact how we see other people and objects. (Jhangiani & Tarry 2014).

Perception is the process of giving importance to the sensory information (Rakhmat, 1996). Perception is the cognitive process by which information is understood and given importance in response to a stimulus. According to Sumanto (2014), the brain acquires stimuli by recognizing things, events, or links between symptoms, which it then analyzes. Perception refers to the brain's process of comprehending and interpreting stimuli detected by the senses and modifying specific factors. To put it simply, perception is the ability to perceive or give meaning to the environment around us. It may be defined as a process that entails sensing,

receiving, selecting, organizing, understanding, and contextualizing the environment.

2. Kinds of Perception

Perception is divided into two types which are negative and positive perception that come from the results of interactions between people and objects (Irwanto, 2002). Both will be explained as follows.

a. Positive perception

Perception provides a positive description for all information and knowledge, whether known or unknown. Furthermore, positive perception relates to constructive interpretations that show how individuals evaluate their environment. A person with a positive perception will support and promote the viewed object.

b. Negative perception

Perception refers to how information, whether known or unknown, is viewed as unpleasant or improper for the perceived thing. To put it another way, a negative impression is an unfavorable interpretation formed when people appraise their environment.

Positive perception refers to an individual's favorable judgment of an object or information that aligns with their expectations or accepted standards. People's favorable perceptions are influenced by their own experiences with the viewed thing, their personal knowledge base, and their level of satisfaction with the perceived object. Meanwhile, negative perceptions occur because they do not get the desired satisfaction.

3. Students Perception

According to Safitri (2021), perception involves many processes. First, object stimulation helps to develop our bodies' sensory organs. The stimulation might originate from both within and without the individual. The input is subsequently transported to our brain's central nervous system. The stimulus is then processed by the brain, causing the person to become aware of the item received by the sense organs. This happens when a person is exposed to multiple stimuli in their environment, not all of which trigger

a noticeable response. So, based on the individual, which of the stimuli are detected.

Students' perception refers to their preference for information received from an item. Students can understand an object based on their sensory perceptions. According to Ansow et al. (2022), students' perspective is how they think about and respond to what they have done or learned. As a result, student perceptions might be defined as students' responses to information received throughout the learning process. The process of observation will determine how they respond to the material they are studying. Understanding students' perspectives is vital for teachers and lecturers to measure their results. While students may learn from teachers but teachers cannot transfer information without them, students are the most important resource in the teaching and learning process.

Student perception is the process of students' treatment of information about an object in this case, whether it is an activity or program in school through observation with the senses they have, so that students can give meaning and interpret the object observed. According to Chen (2003), the student's viewpoint is extremely significant when measuring educational efficacy. Teachers who understand their students' attitudes may address difficulties related to teaching and information delivery, enhancing what is appealing and altering what is unpleasant. As a result, student opinions are important, especially for teachers.

A. Teaching Style

1. Definition of Teaching Style

The definition of a teacher's teaching style is explained by several experts. According to Bustos and Espiritu (2000), teaching style is described as the way teachers teach and their unique mannerisms, which are supported by their choices of teaching behaviors and strategies. Cowley (2006) explains teaching style as "your personality, the way you look, the way you speak, the way you use movement and space, the levels of control you use, and everything you do to provide information to the students." It indicates

that a teacher's teaching style reflects the teacher's personality in terms of how they impart material to pupils and manage situations in the classroom. Furthermore, according to Petrina (2007), a teacher's teaching style refers to how a teacher controls instruction and the classroom atmosphere. Their teaching styles, on the other hand, are how they can establish a comfortable classroom environment for students and how well they can impart content. The methods and strategies utilized for education, the amount of teacher-student engagement, the arrangement of the learning environment, and the general approach to supporting learning are all examples of teaching styles. Teachers' Teaching Style is a teacher's style in classroom learning activities that have occurred consistently and become a behavior to provide understanding to students efficiently and effectively. As stated by Trowbridge and Bybee (1996), the term "teaching style" refers to a teacher's distinct approach to education, which includes how they arrange and present knowledge, interact with students, and create a learning environment. Hands-on activities, an emphasis on inquiry-based learning, the amount of teacher-student engagement, and the overarching philosophy of education are a variety of teaching styles. As long as the teaching style is suitable for the subject and the student, the basic premise is that it is the most successful and efficient way to communicate content. Subject-specific knowledge, abilities, and values are developed through a variety of teaching philosophies. In other words, a teacher's teaching style is concerned with how they behave in the classroom and how they handle the learning process.

According to Mohana et al. (2008) If a teacher is aware of their preferred teaching style, they will be more aware of whether the teaching style is appropriate for the students' learning style and requirements. The instructor must then be able to adapt or adjust the teaching method they have mastered in order to interact with them. By adapting more effectively, it will have a stronger influence on increasing students' knowledge, abilities, and attitudes. knowledge, skills, and improved attitudes. Teachers should tailor their teaching techniques to the learning types and requirements of their

pupils. Teachers must be able to alter approaches sequentially based on the nature of the topic they teach or the context. First of all, a teacher must know which teaching style to choose. For example, the teacher may have a reflective-theoretical learning pattern. If you have active learners, they may not respond as you expect, emphasizing concepts, principles, maps, and models. They will want to start activities and try new things; they may get bored quickly and want to move on to learn more new things. The teacher may not understand why the teacher and learners do not get along unless the teacher understands what is going on. It takes self-awareness, feedback from others, and practice to be able to adopt or adapt different teaching styles to suit the learning objectives a teacher is delivering, the preferences or needs of the trainees, or the nature of the topic.

Webtoon According to Mohana, there are four major techniques for adapting teaching to the requirements of students;

a. Matching

Introverts thrive in well-structured environments, so a straightforward, no-nonsense teaching approach may suit these types of students. Extroverts thrive in less regimented environments; therefore, an all-around flexible and adaptive teaching approach would be ideal for extrovert students.

b. Allowing Choice

As learners come from various backgrounds, have different learning styles, and have diverse goals, teachers should strive for flexibility in teaching. So, a versatile and flexible teacher will do well here. It is possible that a one-off teaching approach is also effective, where the teacher takes advantage of teaching opportunities as they arise and adapts teaching style and substance to individualized teaching episodes.

c. Providing Several Different Methods of Learning on The Same Course

Students can mix and combine in this manner. They will always find something to their liking. The overall adaptability and flexibility of the teaching style fit well here too. The sensitive student-centered teacher will

tailor their instruction to the diverse learning styles of the group of learners as well as the special requirements of individual learners. The content might include coverage of factual facts when the official curriculum teaching style has a space to cover formal topic. A flexible and skilled instructor should be able to offer their lessons in a variety of methods. A rigorous instructor with a single teaching style might be better off working as part of a group of teachers and facilitators to provide a diversity of styles that can give the many types of learning necessary. The large conference teaching style may also be good for diversity, and it may be appropriate to include one or more large discussion classes as an important or alternative format that learners want as part of their course.

d. Independent Study

Complete study independence produces positive effects, especially with older pupils. The all-around versatile and flexible teacher will do well here.

2. Teaching Style Category

There are five categories of teacher teaching styles developed by Anthony F. Grasha, a psychology professor from the University of Cincinnati, the categories of teaching styles are derived based on the ways in which teachers carry out their roles in the classroom and interact with students. Grasha (1996) identified five teaching styles as follows:

a. Expert Style

The expert possesses the information and competence that students require. She or he is interested in maintaining his or her standing as an expert among students by demonstrating thorough knowledge and challenging students to improve their competence. A teacher is concerned with conveying material and ensuring that students are well-prepared.

Based on the definition of teaching style above, the teacher here has the knowledge to convey learning to students with professionalism and

expertise and meet the needs of students with each teaching material.

Advantages and disadvantages of using Expert teaching styles;

- 1) The advantage of this Expert teaching style is the information, knowledge, and skills such individuals possess.
- 2) The disadvantage of this Expert teaching style is that knowledge exposure can intimidate inexperienced students if overused.

In addition, according to Anthony F. Grasha (1996) the aspects of teaching style indicators can be distributed in the following aspects:

- 1). Facts, concepts and principles are the most important things that students should have.
- 2). Sharing knowledge and expertise with students is very important for teachers.
- 3). What teachers say about a topic is important for students to gain a broader perspective on issues in the field.
- 4). Teachers want students to leave this learning well equipped for further work in this field.
- 5). Explaining/lecturing is an important part of how you teach in every class session.
- 6). The teacher's expertise is usually used to resolve differences of opinion on content issues.
- 7). Students may describe the teacher as a “storehouse of knowledge who shares the facts, principles and concepts they need.
- 8). There is more material in this course than teachers have time to cover.

b. Formal Authority Style

This teaching style is a teacher-centered technique in which instructors are responsible for supplying and regulating the flow of material. The formal authority type retains prestige among certain students only due to their expertise and function as faculty members. The teacher is involved with offering positive and negative feedback, as

well as creating learning goals, expectations, and norms of conduct for students.

The above definition can be analyzed as a teaching style that shows the identity of a teacher who is knowledgeable and always maintains his authority as a teacher in front of his students. Therefore, the impression is serious and cannot be separated from the rules that exist between teachers and students. Advantages and disadvantages of using Formal authority teaching styles;

- 1). The advantage of this Formal authority teaching style is the emphasis is on clear expectations and accepted methods of operation.
- 2). The disadvantage of this Formal authority teaching style is this style's the foundation might lead to inflexible and standardized approaches to handling pupils and their difficulties.

In addition, according to Anthony F. Grasha (1996) the aspects of teaching style indicators can be distributed in the following aspects:

- 1). The teacher sets high standards for the students in this class.
- 2). The teacher gives negative feedback to students when their performance is unsatisfactory.
- 3). Students will describe the teacher's standards and expectations as strict and rigid.
- 4). The teacher is responsible for determining what students should learn and how they should learn it.
- 5). Teachers provide very clear guidance on how they want tasks to be completed in this course.
- 6). This course has very specific goals and objectives that teachers want to achieve.
- 7). Teachers' expectations of what they want students to do in this class are clearly stated in the syllabus.
- 8). Teacher standards and expectations help students develop the discipline they need to learn.

c. Personal Model Style

This is another teacher-centered approach in which the teacher shows the abilities that students should learn. This teaching method fosters student participation in the classroom, and professors alter their presentations to accommodate different learning styles. The instructor believes in 'teaching by personal example' and creates a model for how to think and act. The instructor guides and directs students by teaching them how to perform things and encouraging them to observe and then follow the teacher's approach.

Analyzing the importance of this personal style of teaching shows how students can imitate the teachings of their teachers by giving real examples from their own experiences. This style requires students to think and act on their own without waiting for instructions from the teacher. Advantages and disadvantages of using Personal model teaching styles;

- 1). The advantage of this Personal model teaching style is the approach's "hands-on" aspect. An emphasis on direct observation and role modeling.
- 2). The disadvantage of this Personal model teaching style is this approach could be considered the best way by some teachers but some students will feel inadequate if they do not meet those standards.

In addition, according to Anthony F. Grasha (1996) the aspects of teaching style indicators can be distributed in the following aspects:

- 1). What teachers say and do models appropriate ways for students to think about issues in the material.
- 2). Students are encouraged to copy the examples the teacher gives.
- 3). The teacher usually shows students how and what to do to master the subject matter.
- 4). Examples from the teacher's personal experience are often used to illustrate points about the material.
- 5). The teacher often shows students how they can use various principles and concepts.

6). Students often receive oral and/or written comments on their performance.

7). Finally, many students begin to think like the teacher about the course content.

8). Students may describe the teacher as a “coach” who works with someone to correct problems in thinking and behavior.

d. Facilitator Style

The teacher functions as a facilitator in this manner, while the students are accountable for achieving goals for various activities. This teaching method encourages both individual and collaborative learning. Typically, the instructor creates group activities that demand active learning, student-to-student communication, and problem-solving.

Based on the definition of teaching style above, teachers have the duty to share knowledge with students as well as guide, train, and encourage them to develop all the information they receive in every learning process. Advantages and disadvantages of using Facilitator teaching styles;

1). The advantage of this Facilitator teaching style is personal adaptability, a focus on the needs and goals of pupils, and a willingness to explore possibilities and alternate courses of action to attain them.

2). The disadvantage of this Facilitator teaching style is this Style is frequently time consuming and ineffectual when a more direct approach is required. If not utilized in a positive and encouraging manner, it might make pupils uncomfortable.

In addition, according to Anthony F. Grasha (1996) the aspects of teaching style indicators can be distributed in the following aspects:

1). Teachers' teaching objectives and methods address students' various learning styles.

2). Teachers take time to consult with students on how to improve their work in individual and/or group projects.

- 3). Small group discussions are used to help students develop their ability to think critically.
- 4). Teachers guide students' work in course projects by asking questions, exploring options, and suggesting alternative ways of doing things.
- 5). Course activities encourage students to take initiative and responsibility for their learning.
- 6). The teacher solicits suggestions from students on how and what to teach in the course.
- 7). Students can make choices among activities to complete course requirements.
- 8). Teachers provide a lot of personal support and encouragement to students to do their best in the course.

e. Delegator Style

This is another student-centered approach in which the teacher delegates and places the responsibility and authority for learning on individuals and/or groups of pupils. The teacher is concerned with increasing the student's capacity to operate independently. Students work on assignments separately or in autonomous teams. The delegator model frequently allows students to create and implement their complicated learning projects, while the instructor serves as a consultant.

Based on the above understanding, this teaching style encourages students to develop students' knowledge capacity by giving responsibility in the form of individual and group tasks independently where the teacher's role here is as a consultant. Advantages and disadvantages of using Delegator teaching styles;

- 1). The advantage of this Delegator teaching style is Contributes to pupils' perceptions of themselves as self-directed learners.

2). The disadvantage of this Delegator teaching style is Students' readiness for autonomous work may be misinterpreted. When granted autonomy, some pupils may get apprehensive.

In addition, according to Anthony F. Grasha (1996) the aspects of teaching style indicators can be distributed in the following aspects:

- 1). Students usually do the course projects on their own with little supervision from the teacher.
- 2). These in-class activities encourage students to develop their own ideas about content issues.
- 3). Students design one or more independent learning experiences.
- 4). Developing students' ability to think and work independently is an important goal.
- 5). Students are responsible for teaching part of the class session.
- 6). Students set their own pace to complete independent and/or group projects.
- 7). The teacher's approach to teaching is similar to that of a workgroup manager who delegates tasks and responsibilities to subordinates.
- 8). The teacher acts as an available resource for students whenever they need help.

According to Grasha's concept, successful teaching might comprise a variety of various techniques depending on the environment and the students' requirements. It also highlights the significance of changing teaching approaches in order to increase student engagement and learning results. Remember that this model is simply one of many ways to think about teaching styles, and that individual teachers may display traits from different categories.

3. Teaching Style Variations

Teaching style, according to Callahan et al. (1982), is a mix of personality and experience in teaching technology (methods), subject content, and pedagogical philosophy. Variation ability refers to how teachers vary their movements, voice, and mimicry during the teaching and

learning process. Variations in voice, tone, and movement can influence student attention and learning, as well as the relationship between certain teacher speech traits and high student achievement. Teachers must master the use of display materials, and knowing how to use the various resources available will be one of the most pressing challenges teachers must overcome if they are to teach successfully. Callahan et al. (1982) adds that each teacher develops a unique teaching style with which he or she is most comfortable. This teaching approach combines personality with various abilities, such as instructional technology (methods).

The potential for variations in the teacher's unique way or style are limitless. If employed correctly, these variations may accomplish a lot to capture and keep attention, convey meaning, improve communication, and represent liveliness. Variability in style and method will be exhibited in the following ways in general (Turney et al., 1983);

a). Voice variations

These will include modifications to tone, pitch, loudness, and pace. A pleasant conversational speaking style appears to be ideal for the teacher to adopt, which will naturally contain modest voice variances like those stated. However, there will be times when the teacher must make more purposeful changes in order to accentuate an event, underline points, relate gently to an individual student, speak sternly to an inattentive teenager, and so on.

b). Focusing

To attract attention to crucial or vital components, the teacher may employ verbal markers of importance' such as 'watch attentively' and 'now this is important'. Such verbal focusing is sometimes supplemented with gesture focusing, in which the teacher gestures to an object or taps the chalkboard to emphasize.

c). Pausing

Another attention-demanding method is the use of silent periods in teacher speaking and instructional activities. It draws attention by altering

the stimuli from noise to silence or from action to inactivity. It may be used to divide instruction into manageable chunks, signaling the end of one segment and preparing students for the next. In questioning sequences, the teacher's use of pauses or 'wait time' after each question encourages students to organize more thorough responses. In a discussion, pausing allows students to think about what has been said.

d). Eye contact

When communicating with or interacting with students, the teacher should look around the classroom, meet their eyes, develop a positive relationship, and avoid impersonality. Eye contact may also be used to communicate information and reply to a question or comment. The instructor can grab the attention of inattentive students by concentrating his or her gaze on them or measure student interest and understanding by altering eye contact.

e). Gesturing

Variations in face expression, hand, head, and body motions are critical components of communication. A grin or frown, a wave of the hand, or turning to a specific student not only draw attention but also aid in transmitting the meaning of the vocal instruction.

f). Movement

The teacher's movement in the classroom can help keep students' attention and customize instruction. As the situation requires, the instructor may move to the back or front, left or right sides of the classroom, among, behind, or behind students. These variants can be utilized by teachers to teach their students. They can make these modifications when discussing the materials or assigning homework to pupils. Teachers can capture their pupils' interest by varying their approaches.

B. Teaching English

1. The Definition of Teaching English

Goodwyn & Branson (2005) claim that during the nineteenth and early twentieth centuries, English essentially replaced the classical

languages and became the subject of degrees at several major universities. Therefore, English emerged during imperial times with all the associated imperialistic and nationalistic burdens. According to Flaming & Stevens (2009), the primary purpose of teaching English is obvious and uncontroversial. In its most basic form, the goal of English as a subject is to "develop pupils' capabilities to use language effectively". Teaching English is mostly taught in schools or educational institutions. In addition, Brindley (1994) states that English has a special capacity to question conventions, organizations, governments, financial interests, and any existing system. This stems from the fact that English is concerned with the uncontrollable force of a shared language that we all speak, as well as the uncontrollable reactions to what we read. The task of English education entails constant pushing for the presentation of different ideas, encouraging challenges to conventional viewpoints, seeking strong personal reactions, and fostering discussion. The teacher's particular interaction with pupils is based on democratic openness, not having the answers. English lessons are likely to rely on students' genuine interests and experiences, where they may be better knowledgeable than those who teach them. It is commonly stated that English teachers are more in sync with young cultures than other teachers. English has become an international language at this time, and most people who want to establish communication with people from different countries use English as a substitute for their respective languages. In Indonesia, English language learning is introduced in junior high, high school, and college.

2. Teaching English Skills

During teaching English, pupils must master four skills: speaking, listening, writing, and reading. This ability greatly supports English learning because the four are mutually continuous. According to Burns & Siegel (2018), which state that English language teaching is a broad idea collectively, listening and reading can be described as receptive skills (relating to receiving communication) while speaking and writing are often

explained as 'productive' skills (relating to producing communication). Students require materials to teach listening, structuring, and written expression, as well as speaking and reading abilities. The most crucial skills to develop are structure and written expression (Wahidiyati et al.,2022). Four skills for teaching English are described by Nunan and Carter (2001) as follows;

a. Listening Skill

Listening in teaching languages has been significantly influenced by advances in anthropology, education, linguistics, sociology, and even global politics. During the late nineteenth-century Reformation Movement, linguists tried to comprehend the psychological theory of children's language learning and apply it to foreign language education. Because language is the primary source and means of learning other languages, perceptual accuracy and auditory memory clarity become the primary focuses of language acquisition skills. Teaching listening involves selecting input sources (directly or recorded on audio or video), implementing them into presentations, and making them a habit in student activities. Effective teaching involves the following:

- 1). Properly selected input sources (actual, fascinating, varied, and challenging).
- 2). Task design that is innovative (well-structured, with the potential for students to apply their abilities and expertise and monitor what they are performing).
- 3). Support in helping learners implement appropriate listening approaches (metacognitive, cognitive, and social).
- 4). Listening is combined with other learning activities (with suitable ties to speaking, reading, and writing).

b. Speaking Skill

Speaking a second language (L2) necessitates the development of a specific kind of communication competence. Because of its production situations, spoken language differs from written language in its usual

grammatical, lexical, and discourse patterns. Furthermore, some of the cognitive abilities required for speaking differ from those required for reading and writing. Therefore, speaking has differences with written language other than in products and processes (even though written language can simulate patterns of spoken language skills). In line with Nunan (2003) argues that a term in oral communication is an activity involving two or more people in which the listener and the speaker must react to what they hear and their contribution at a high level of speed it consists of generating a verbal language system to convey meaning. From the explanation above, it can be said that speaking skills are a person's ability to convey ideas or express an event with words that are shown to others so that they understand what is conveyed clearly. The implication for teaching oral skills is that spoken language should be practiced and assessed under different conditions than written skills, using different methods as needed. In terms of language teaching methodology, the communicative approach proposes that a student should get the opportunity to practice speaking without focusing on accuracy. The main implications of learning are as follows:

- 1). A variety of interactions should be practiced.
- 2). Conditions for spoken tasks must be different from those for writing abilities.
- 3). Improvisation needs practice but with some topic understanding.
- 4). Overt oral development skills need to be encouraged, including the application of communication approaches.
- 5). Oral language processing involves a combination of accuracy, complexity, and fluency.
- 6). The development of students' spoken language skills requires variations in learning fluency, accuracy, and complexity.

c. Reading Skill

Reading from the perspective of various fields of study is considered a practice, product, or process. According to anthropologists and

sociologists, reading has continuity with writing skills, and the practice of these skills is practiced by users in everyday life, not just at school. According to Maylana (2019), reading abilities play a crucial role in learning since most learning activities begin with reading. Reading a variety of topics to obtain ideas is one technique to enhance writing skills. Reading is required to prepare for public speaking. Listening difficulties develop when learners do not know or understand the language and text. According to Johnson & Christensen (2008), reading integrates visual and nonvisual information. Visual information found on a page being read will be combined with nonvisual information contained in the mind that will produce meaning. The capacity to understand a book and apply it to one's knowledge is known as reading comprehension. Language concepts are the activity's goal. Because of the sentences they read, reading requires readers to think quickly and critically. To get meaning out of a book, Grelet (1981) claims that reading requires several different skills. especially the following abilities:

- 1). An understanding of the language's script.
- 2). Interpreting lexical elements' use and meaning.
- 3). Recognizing information that has been expressed clearly.
- 4). Knowing even when it's not expressed clearly.
- 5). Knowing the meaning of concepts.
- 6). Recognizing the role that sentences and utterances have in communication.
- 7). Using grammatical coherence techniques to understand the relationships between textual elements.
- 8). Determining a discourse's central concept, point, or crucial details.
- 9). Interpreting lexical elements' use and meaning. Scanning to find the necessary information that is specified.

d. Writing Skill

Teaching English writing skills (a second language) is different from teaching other skills. As a support skill for language development, it was

utilized to write dictation, complete reading, and grammatical exercises, and practice handwriting. Writing is an essential instrument for expressing one's ideas, thoughts, opinions, and feelings, claim Novariana et al. (2018). Writing can be described as a type of communication. Writing is the result of a combination of certain grammatical principles in the organization of words. Writing tends to contain the results of human thought itself. So there needs to be guidance or teaching in writing. There must be a strategy for teaching. According to Harmer (1998), there are two ways that teachers can use with students to achieve the goals of teaching writing. The first way is to concentrate on the end result of the writing process, not on the process itself. The second way of focusing on the writing process can lead writers to approach the components needed in the writing process. The researcher uses such information to define writing as a language. ability to develop written language that incorporates the writer's ideas, emotions, and concepts. According to Heaton (1975), the competencies required for effective writing may be categorized into five main classifications or common components;

- 1). Mechanical Skills; These include using specific written language standards appropriately. Spelling and punctuation are crucial in this case. Ensuring correct spelling and grammar improves the text's readability and clarity.
- 2). Content Management: This component emphasizes innovative thinking and the capacity to weed out unnecessary information. To ensure that their writing is pertinent, interesting, and well-structured, writers must develop their ideas rationally.
- 3). Stylistic Abilities: Writers with stylistic abilities can skillfully modify phrases and paragraphs. intriguing writing style is developed by the use of rhetorical techniques, varied sentence forms, and captivating prose.
- 4). Judgment: Audiences are something that a writer needs to consider; their writing must adjust to the goals of the readers. Effective judgment

includes choosing, allocating, and setting up pertinent data to have the desired impact.

C. Previous Study

Several journals and previous research studies are relevant to the topic of this research, as demonstrated by multiple related references. As stated below:

1. Based on the journal article by Jabri (2019), "The Teaching Style of English Teachers in Maintaining Students' Motivation in Learning English at SMA Negeri 1 Enrekang," it discusses the teaching style of English teachers at SMA Negeri 1 Enrekang and its impact on student motivation in learning English. The study found that teachers' teaching styles were auditory and auditory-visual, while students preferred a visual-kinesthetic teaching style. The choice of teaching style can determine how to maintain student motivation for learning. The similarity between these two studies is in the teaching style of a teacher. The difference between the journal written by Umiyati Jabri explains about teaching styles to maintain student motivation and this research explains about the style of a teacher in teaching learning.
2. According to Loveta et al., (2020) "Students' expectation toward teacher's teaching style and contribution to students' english performance" This research article explores students' expectations of their English teacher's teaching style and its impact on their academic performance. The study found that students preferred a Facilitator teaching style, while teachers tended to use an Expert teaching style. The similarities between these two studies are in the discussion of teaching styles in English language learning. The difference from the article by Loveta et al. is about teaching styles contributing to students' English learning and teachers' teaching styles in English classes.
3. Based on the thesis of Shilsila Nurfadilah Asmi (2022) entitled "Teaching Styles Used by English Teachers and Student English Achievement at SMAN 19 Makassar" This thesis discusses the many variants of teacher teaching styles and how the teaching styles of English teachers can affect student achievement. Student learning achievement can be improved by utilizing various variants of

teacher teaching styles. Students' English learning achievement is as follows: Students' ability to understand English reading, writing, and speaking procedures has improved as a result of the diverse teaching approaches of their teachers. The similarity between researchers is the discussion of the teaching style used by teachers in the classroom. The difference between researchers and Shilsila Nurfadilah Asmi in Teaching Styles Used by English Teachers and Student English Achievement at SMAN 19 Makassar is that researchers focus on teaching style categories while Shilsila Nurfadilah Asmi focuses on achievement.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the issues and concerns related to the carrying out of the research, begin with the research design, research site and time, research subject and object, data collection technique, validity and data analysis.

A. Research Design

The quantitative descriptive approach was employed in this investigation. Quantitative descriptive research aims to describe, analyze, and explain a subject using numerical data to draw conclusions about observable occurrences (Listiani, 2017). According to Marlina (2020), quantitative descriptive research focuses on describing a variable rather than testing hypotheses. Quantitative descriptive research employs data to describe, assess, and explain phenomena, rather than testing particular hypotheses. This research examined students' perceptions of teachers' teaching styles in the English classroom at SMP IT Nusantara Kembaran using sentences and statistics.

B. Research Site and Time

The research took place at SMP IT Nusantara Kembaran, located in Bendasari, Karangtengah, Kembaran District, Banyumas Regency, Central Java. The reason for choosing SMP IT Nusantara Kembaran is to find out the teaching style of an English teacher through the perceptions of students who live in the same place because this school is affiliated with Pondok Pesantren.

C. Population and Sample

In research, the population and sample are not distinguishable from one another. The sample is defined as the population's representative based on particular criteria. Both will be explained.

1. Population

Population in research refers to the specific group of individuals that a researcher intends to study. Population refers to a certain group of objects or subjects that possess particular features and characteristics, which researcher

define in order to analyses and draw conclusions (Sugiyono, 2017). The population of this study consisted of grade 8 students, totaling 34 students in the 2023–2024 study year. the ninth grade of SMP IT Nusantara Kembaran.

2. Sample

In this research, the total population is 34 students. If the population is less than 100, the entire population is used as a research sample (Sugiyono, 2007). Therefore, all students became participant or this research used total sample.

D. Data Collection Technique

The first step in gathering data is to use data collection techniques. Without data collection procedures, the author will not obtain data that meets the standards of data collected without them. This study's data was collected via questionnaires. The questionnaire was chosen because, according to Sugiyono (2010), questionnaires are an effective technique to gather data when researchers know what factors to study and what can be projected from respondents. Efficiency in this context might refer to lowering expenses and saving time. The questionnaire was distributed to the eighth-grade students of SMP IT Nusantara Kembaran. Because this form of inquiry is concluded with 40 statements, students may simply select an answer without having to think long. In this scenario, the closed-ended questionnaire utilizes a rating scale, but the researcher collects data from individuals using a Likert scale. According to Sugiyono (2014), the Likert scale is used to examine a person or group's attitudes, views, and perceptions, as well as their perceptions of social phenomena. The following questions were scored on a four-point scale of strongly agree, agree, disagree, and strongly disagree.

1. Questionnaire

The questionnaire is the data collection method used in this study. A questionnaire is an instrument used to collect data consisting of a set of written statements or questions that respondents are asked to respond to. According to Sugiyono (2011), closed questions are questions that demand information in the form of nominal, ordinal, interval, or ratio data. The instrument used in this

study was a closed questionnaire, where respondents were asked to choose one answer from the options provided and considered correct. The questionnaire was distributed to 34 students in grade 8 on 4 September 2024. The questionnaire indicators in this study consisted of statements containing students' opinions about the teacher's teaching style in the classroom. The statements in the questionnaire were developed through the adaptation of Grasha's theory in the book entitled *Teaching with Style*. The data collection instrument used in this study was a written questionnaire consisting of various statements and questions intended to collect responses from the participants. Likert scale is a tool used to measure the attitudes, opinions, and perceptions of a person or group of people about social issues. The researcher distributed directly to 34 respondents through a questionnaire in the form of a physical sheet. The data collection instrument used in this study was a written questionnaire consisting of various kinds of statements and questions intended to collect responses from the participants. The Likert scale is a tool used to quantify the attitudes, opinions, and perceptions of individuals or a collective on social issues. The Likert scale used in this study ranges from 1 to 4, enabling accurate determination of respondents' level of agreement or disagreement from the respondent (Sugiyono, 2017). Likert rating scale as shown below:

Table 1. Likert rating scale

| No. | Answers | Scores |
|-----|------------------------|--------|
| 1. | Strongly Agree (SA) | 4 |
| 2. | Agree (A) | 3 |
| 3. | Disagree (D) | 2 |
| 4. | Strongly Disagree (SD) | 1 |

E. Validity

Validity is a quantitative assessment of the degree to which an instrument accurately measures what it intends to measure. A validity test is used to determine the degree to which an instrument is capable of accurately

measuring the intended variable (Ghozali, 2009). A valid instrument is capable of accurately measuring and extracting data from a variable being studied. An instrument was considered valid if it demonstrates a high level of validity, and conversely. The validity test is an essential instrument for determining whether any items on the questionnaire should be eliminated or substituted due to a failure to fulfill the established criteria. The researcher questionnaire has been validated by an expert judgment was Mrs. Windharyati Dyah Kusumawati, M.A., M.Pd. the lecturers who were experts in the teaching and classroom management.

F. Data Analysis

1. Quantitative Data Analysis Technique.

Descriptive quantitative research refers to a type of study where the researcher main objective was explained the data collected from a sample, without making any generalizations to the larger population from which the sample was drawn (Sugiyono, 2017). The data analysis methodology used in this study was the method of descriptive analysis. This approach was utilized to analyses and clarify the variables in the study. The data collected in this study through questionnaires was quantitative based and analyzed descriptively use a percentages by the researcher. Ridwan (2004) explains the steps for conducting descriptive percentage analysis as follows:

- a. Determine the respondent's score for each feature or sub variable.
- b. Summaries the significance.
- c. Determine the mean value.
- d. Compute the percentage using the provided formula.

$$P = \frac{F}{N} \times 100$$

Known as:

P: Percentage

F: Frequency of number obtained

N: Total number of respondents

The formula employed to ascertain the specific descriptive percentage supplied by each indication within the variable. The calculation of the percentage for each indication then explained concisely in a narrative to enhance comprehension. After the descriptive score was obtained for each indication, it was next analyzed with the following criteria:

Table 2. Data Classification

| No. | Percentage | Criteria |
|------------|-------------------|-----------------|
| 1. | 75% - 100% | Very Good |
| 2. | 50% - 75% | Good |
| 3. | 25% - 50% | Low |
| 4. | 1% - 25% | Very Low |

This study employed scale categorization to assess respondents' agreement or disagreement with questionnaire objects. The pupils will analyze the questionnaire's statements. The researcher delivered it to each pupil and described the contents. Following collection, data is divided into two categories: words or symbols and numbers. The gathered data is summarized or classified according to the type of instrument employed (Arikunto, 2006).

To make data analysis more readable and intelligible, it's important to include phrases that reflect students' perceptions. This study's data was ordinal, meaning there were no scores assigned. To simplify the research process, integers are employed as sequences. The analysis is confined to proportions (percentages) and frequencies (numbers). This proportion of replies will be used to calculate the results of a questionnaire on student perceptions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter has two main components: research findings and discussion. The research findings include the results of the data analysis to determine whether students have a positive or negative attitude towards the English teacher's teaching style in the classroom. Meanwhile, the discussion focuses on the research findings. The findings and discussion are presented separately in this chapter so that the results of data processing and income between the two can be clearly seen. Data processing and income can be compared simply. In the concluding section, the researcher provides a comprehensive overview of the research techniques

A. Findings

After collecting data from 34 students through 40 closed-ended questions, the data was analyzed using descriptive statistics and the descriptive percentage analysis methodology, which was classified into four categories: strongly agree, agree, disagree, and strongly disagree. In these 40 statements there are 5 categories of teaching styles, namely Expert Style, Formal Authority Style, Personal Model Style, Facilitator Style and Delegator Style. statements in table numbers 1, 6, 11, 16, 21, 26, 31, 36 are classified as Expert Style. statements in table numbers 2, 7, 12, 17, 22, 27, 32, 37 are classified as Formal Authority Style. statements in table number 3, 8, 13, 18, 23, 28, 33, 38 are classified as Personal Model Style. statements in table number 4, 9, 14, 19, 24, 29, 34, 39 are classified as Facilitator Style and statements in table number 5, 10, 15, 20, 25, 30, 35, 40 are classified as Delegator Style. The following is the full explanation.

Table 3. 1. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 1 | In the classroom the teacher plays an important role for students to focus on understanding key facts, | 4 | 14 | 56 |
| | | 3 | 19 | 57 |
| | | 2 | 1 | 2 |
| | | 1 | 0 | 0 |

| | | | | |
|--|--------------------------------------|--|--|--|
| | concepts and principles of learning. | | | |
|--|--------------------------------------|--|--|--|

In table 1, the majority of students agreed that in the classroom the teacher plays an important role for students to focus on understanding key facts, concepts and principles of learning, with 14 students strongly agreeing and 19 students agreeing. In other words, the students felt that in the classroom, the teacher plays an important role for students to focus on understanding key facts, concepts and principles of learning. However, 1 student disagreed with this statement, which means they did not feel that teachers play an important role for students to focus on understanding key facts, concepts and principles of learning in the classroom. It can be concluded that teachers play an important role for students to focus on understanding key facts, concepts and principles of learning in the classroom.

Based on the data collected from respondents, the average for the analysis of student responses is $115/136 \times 100 = 85\%$, which is classified as very good.

Table 4. 2. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 2 | Teachers set high standards for students in the classroom. | 4 | 7 | 28 |
| | | 3 | 23 | 69 |
| | | 2 | 3 | 6 |
| | | 1 | 1 | 1 |

Table 2 shows that more students answered agree that teachers set high standards for students in the classroom. with the details of the data, as many as 7 students chose strongly agree and as many as 23 students agreed answering Teachers set high standards for students in the classroom. In other words, according to students, teachers set high standards for students in English learning. However, 3 students felt that teachers do not set high standards for students in the classroom, 1 student answered strongly disagree, which can be

interpreted that teachers do not have high standards for students in the classroom.

Based on the data collected from respondents, the average for the analysis of student responses is $104/136 \times 100 = 77\%$, which is classified as very good.

Table 5. 3. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 3 | The teacher models' appropriate ways for students to think about issues in the subject matter. | 4 | 14 | 56 |
| | | 3 | 18 | 54 |
| | | 2 | 1 | 2 |
| | | 1 | 1 | 1 |

Table 3 shows that more students agreed that the teacher modelled appropriate ways for students to think about issues in the subject matter. with details, 14 students chose strongly agree, then 18 students answered agree that the teacher modelled appropriate ways for students to think about issues in the subject matter. In other words, according to the students, the teacher modelled appropriate ways for students to think about issues in the subject matter. However, 1 student felt that the teacher did not model how to think about the issues in the subject matter, 1 student answered strongly disagree, which can be interpreted that the teacher strongly did not model how to think about the issues in the subject matter.

Based on the data collected from respondents, the average for the analysis of student responses is $113/136 \times 100 = 83\%$, which is classified as very good.

Table 6. 4. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 4 | The teacher's classroom objectives and teaching methods match the students' learning styles. | 4 | 11 | 44 |
| | | 3 | 18 | 54 |
| | | 2 | 4 | 8 |
| | | 1 | 1 | 1 |

Table 4 shows that more students agree that the teacher's teaching objectives and methods in class are in accordance with students' learning styles. with details, 11 students chose strongly agree, then 18 students answered agree that the teacher's teaching objectives and methods were in accordance with students' learning styles. In other words, according to students, the learning objectives and teaching methods of teachers are in accordance with students' learning styles. However, 4 students disagreed that the teacher's learning objectives and teaching methods were not in accordance with students' learning styles, 1 student answered strongly disagree, which can be interpreted that the teacher's learning objectives and teaching methods are not very suitable for students' learning styles.

Based on the data collected from respondents, the average for the analysis of student responses is $107/136 \times 100 = 79\%$, which is classified as very good.

Table 7. 5. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 5 | Students usually work on course projects individually with supervision from the teacher. | 4 | 5 | 20 |
| | | 3 | 17 | 51 |
| | | 2 | 11 | 22 |
| | | 1 | 1 | 1 |

Table 5 shows that half of the students agreed that students usually do subject projects on their own with supervision from the teacher. With the details of the data, 5 students chose strongly agree, then 17 students answered agree that students usually do subject assignments individually with supervision from the teacher. In other words, according to the students, teachers supervise students when doing individual subject assignments. However, 11 students disagreed that Students usually work on their own subject projects with supervision from the teacher. in other words, one third of the students felt that the teacher did not supervise when working on individual projects, 1 student answered strongly disagree, which can be interpreted that there is no supervision when working on individual projects.

Based on the data collected from respondents, the average for the analysis of student responses is $94/136 \times 100 = 69\%$, which is classified as good.

Table 8. 6. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 6 | Teachers are very dedicated to sharing their knowledge and expertise with students. | 4 | 15 | 60 |
| | | 3 | 17 | 51 |
| | | 2 | 1 | 2 |
| | | 1 | 1 | 1 |

Table 6 explains that almost all students agree that teachers are very dedicated in sharing their knowledge and expertise with students. with details, 15 students chose strongly agree, then 17 students answered agree. In other words, according to students, teachers have skills and expertise that they pass on to students. However, 1 student disagreed that teachers are very dedicated to sharing their knowledge and expertise with students. then 1 student answered strongly disagree, with these choices explaining that teachers are not dedicated to students in sharing their knowledge and expertise during learning.

Consequently, based on the data collected from respondents, the average for analyzing student replies is $114/136 \times 100 = 84\%$, which is considered very good.

Table 9. 7. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 7 | Teachers are very dedicated to sharing their knowledge and expertise with students. | 4 | 15 | 60 |
| | | 3 | 17 | 51 |
| | | 2 | 1 | 2 |
| | | 1 | 1 | 1 |

Table 7 illustrates that more than half of the students disagree that students receive negative feedback if their performance is unsatisfactory. with details, 3 students chose strongly agree, then 10 students agreed to answer

students receive negative feedback if their performance is unsatisfactory. In other words, according to students, teachers give negative feedback when students' performance is not satisfactory in learning English. However, 16 students disagreed that students receive negative feedback if their performance is unsatisfactory. A total of 5 students answered strongly disagree, with the choice explaining that teachers do not give negative feedback even if their performance is not satisfactory during learning.

Based on the data collected from respondents, the average for assessing student responses is $79/136 \times 100 = 58\%$, which qualifies as good.

Table 10. 8. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 8 | Students are encouraged to copy the examples given by the teacher. | 4 | 10 | 40 |
| | | 3 | 17 | 51 |
| | | 2 | 6 | 12 |
| | | 1 | 1 | 1 |

In table 8 shows that more than half of the students agreed that Students are encouraged to copy the examples given by the teacher. With the breakdown of the data, 10 students chose strongly agree, then 17 students answered Students are encouraged to copy the examples given by the teacher. In other words, according to the students, the teacher encourages the students to do what the teacher has modelled in learning English. However, 6 students disagreed that Students are encouraged to copy the examples given by the teacher, followed by 1 student who strongly disagreed about Students are encouraged to copy the examples given by the teacher. with that choice explaining that the teacher does not encourage the students to copy the examples given by the teacher during learning.

Based on the data collected from respondents, the average for assessing student responses is $104/136 \times 100 = 76\%$, which qualifies as very good.

Table 11. 9. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 9 | Teachers take time to consult with students on how to improve their work on individual or group projects. | 4 | 19 | 76 |
| | | 3 | 11 | 33 |
| | | 2 | 2 | 4 |
| | | 1 | 2 | 2 |

Table 9 shows that students who chose strongly agree were more than half the number of respondents with the statement Teachers take the time to consult with students on how to improve their work on individual or group projects. 19 students chose strongly agree, then 11 students answered agree Teachers take the time to consult with students on how to improve their work on individual or group projects. In other words, students strongly agree that teachers take the time to consult with students during learning. However, 2 students disagreed that teachers take the time to consult with students on how to improve their work on individual or group projects, followed by 2 students who strongly disagreed that teachers take the time to consult with students on how to improve their work on individual or group projects, with those choices explaining that teachers do not take the time to consult with students in improving group or individual work.

Based on the data collected from respondents, the average for assessing student responses is $115/136 \times 100 = 85\%$, which qualifies as very good.

Table 12. 10. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 10 | These classroom activities encourage students to develop their own ideas about the learning material. | 4 | 13 | 52 |
| | | 3 | 16 | 48 |
| | | 2 | 4 | 8 |
| | | 1 | 1 | 1 |

Table 10 shows that most respondents agreed with the statement Activities in this class encourage students to develop their own ideas about learning materials. With detailed data, 13 students chose strongly agree, 16 students answered agree that activities in this class encourage students to develop their own ideas about learning materials. In other words, students are allowed to develop their own ideas about the learning materials. However, 2 students disagreed that teachers take the time to consult with students on how to improve their work in individual or group projects, followed by 2 students who strongly disagreed that teachers take the time to consult with students on how to improve their work in individual or group projects, with a choice explaining that teachers do not take the time to consult with students in improving group or individual work.

Based on the data collected from respondents, the average for assessing student responses is $109/136 \times 100 = 80\%$, which qualifies as very good.

Table 13. 11. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 11 | Teachers want students to leave well-prepared for further work in this field. | 4 | 5 | 20 |
| | | 3 | 17 | 51 |
| | | 2 | 10 | 20 |
| | | 1 | 2 | 2 |

Table 11 shows that many respondents agreed with Teachers want students to leave learners well prepared for further work in this field. With detailed data, 5 students chose strongly agree, 17 students answered agree. In other words, teachers want students to have preparation in English learning. However, 10 students disagreed that Teachers want students to leave learners well prepared for further work in this field, followed by 2 students who strongly disagreed that, with the choice explaining that teachers do not prepare well for further English learning.

Based on the data collected from respondents, the average for assessing student responses is $93/136 \times 100 = 68\%$, categorised as good.

Table 14. 12. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 12 | Teachers have quite high standards and expectations students may think that teachers are rather strict and rigid. | 4 | 1 | 4 |
| | | 3 | 12 | 36 |
| | | 2 | 17 | 34 |
| | | 1 | 4 | 4 |

Table 12 shows that most respondents disagreed with the statement Teachers have quite high standards and expectations, students may think that teachers are rather strict and rigid. With detailed data, 1 student chose strongly agree, 12 students answered agree. In other words, the students think that teachers are somewhat rigid and strict in learning English. However, 17 students disagreed that the teacher has high enough standards and expectations and would probably think that the teacher is rather strict and rigid. followed by 4 students who strongly disagreed that the teacher has high enough standards and expectations and would probably think that the teacher is rather strict and rigid. with these choices explaining that the teacher is not rigid and strict when the learning process.

Based on the data collected from respondents, the average for assessing student responses is $78/136 \times 100 = 57\%$, categorised as good.

Table 15. 13. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 13 | Teachers usually show students how and what to do to master the subject matter. | 4 | 14 | 56 |
| | | 3 | 18 | 54 |
| | | 2 | 1 | 2 |
| | | 1 | 1 | 1 |

Table 13 shows that almost all respondents agreed with the statement Teachers usually show students how and what students should do to master the subject matter. With detailed data, 14 students chose strongly agree, 18

students answered agree. In other words, the students feel that teachers teach how and what to do in English learning. However, 1 student disagreed Teachers usually show students how and what students should do to master the subject matter. Followed by 1 student who strongly disagreed Teachers usually show students how and what students should do to master the subject matter. with the choice explaining that the student did not feel the teacher gave examples of how and what to do.

Based on the data collected from respondents, the average for assessing student responses is $113/136 \times 100 = 83\%$, categorised as very good.

Table 16. 14. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 14 | Small group discussions help students develop their ability to think critically. | 4 | 13 | 52 |
| | | 3 | 16 | 48 |
| | | 2 | 3 | 6 |
| | | 1 | 2 | 2 |

Table 14 shows that small group discussions help students develop students' ability to think critically. with data, 13 students strongly agree and 16 students agree, it can be concluded that students feel that small group discussions help students' English learning. while 3 students disagree and 2 students strongly disagree. in other words, small group discussions do not help students develop students' ability to think critically in English learning.

Based on the data collected from respondents, the average for assessing student responses is $113/136 \times 100 = 79\%$, categorised as very good.

Table 17. 15. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 15 | Students design one or more independent learning experiences. | 4 | 10 | 40 |
| | | 3 | 15 | 45 |
| | | 2 | 7 | 14 |
| | | 1 | 2 | 2 |

Table 15 shows that students agree that students design one or more self-directed learning experiences. with details of 10 students chose strongly agree than 15 students agreed, in other words, students make personal learning designs. however, 7 students chose disagree and 2 students chose strongly disagree, in other words, these students felt that students did not design one or more self-directed learning experiences.

Based on the data collected from respondents, the average for assessing student responses is $101/136 \times 100 = 74\%$, categorised as good.

Table 18. 16. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 16 | What the teacher says in the classroom about a topic is crucial for students to gain a broader perspective on the issue. | 4 | 14 | 56 |
| | | 3 | 16 | 48 |
| | | 2 | 4 | 8 |
| | | 1 | 0 | 0 |

Table 16 shows that students agree that what the teacher says in class about a topic is very important for students to gain a broader perspective on the issue. with details of 14 students chose strongly agree than 16 students agreed, in other words the students to gain a broader perspective on the learner's issue. however, 7 students chose disagree and 2 students chose strongly disagree, in other words the students felt that students did not gain a broader perspective on the issue.

Based on the data collected from respondents, the average for assessing student responses is $112/136 \times 100 = 82\%$, categorised as good.

Table 19. 17. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 17 | Teachers are responsible for determining what students should learn and how they should learn it. | 4 | 19 | 76 |
| | | 3 | 14 | 42 |
| | | 2 | 1 | 2 |

| | | | | |
|--|--|---|---|---|
| | | 1 | 0 | 0 |
|--|--|---|---|---|

Table 17 shows that almost all students agree that teachers are responsible for determining what students should learn and how they should learn it. with details of 19 students choosing strongly agree from 14 students agreeing, in other words students feel that teachers are responsible for java. however, 7 students chose disagree and 2 students chose strongly disagree, in other words students felt they did not get a broader perspective on the issue.

Based on the data collected from respondents, the average for assessing student responses is $120/136 \times 100 = 88\%$, categorised as very good.

Table 20. 18. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 18 | Teachers often use examples from personal learning to students to illustrate points about the material. | 4 | 5 | 20 |
| | | 3 | 19 | 57 |
| | | 2 | 7 | 14 |
| | | 1 | 3 | 3 |

In table number 18, more than half of the respondents agreed that teachers often use examples from personal experience with students to illustrate points about the material. with details of 5 students strongly agreeing and 19 students agreeing. indicating that students feel teachers provide examples from the teacher's personal experience in explaining learning. however, 7 students chose to disagree and 3 chose to strongly disagree. which means students do not feel teachers often use examples from personal experience with students to illustrate points about the material.

Based on the data collected from respondents, the average for assessing student responses is $94/136 \times 100 = 69\%$, categorised as good

Table 21. 19. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|------------|-------|----------|-----------|
| 19 | | 4 | 14 | 56 |

| | | | | |
|--|--|---|----|----|
| | Teachers guide students 'work on learning projects by asking questions, exploring options, and suggesting alternative ways of doing something. | 3 | 17 | 51 |
| | | 2 | 3 | 6 |
| | | 1 | 0 | 0 |

In table 19, the majority of students agree that teachers guide students in working on learning projects by asking questions, exploring options, and suggesting alternative ways of doing things. With data details, 14 students strongly agreed and then 17 students chose to agree. In other words, students agree that teachers guide and assist students in exploring learning in alternative ways. However, 3 students chose to disagree with the question. Where students feel that teachers do not guide students' work on learning projects by asking questions, exploring options, and suggesting alternative ways of learning English.

Based on the data collected from respondents, the average for assessing student responses is $113/136 \times 100 = 83\%$, categorised as very good

Table 22. 20. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 20 | The development of the student's ability to think and work independently is an important goal of the teacher. | 4 | 12 | 48 |
| | | 3 | 18 | 54 |
| | | 2 | 3 | 6 |
| | | 1 | 1 | 1 |

In table 20 explained that the statement of the development of students 'ability to think and work independently is an important goal of many teachers approved the students. The breakdown of the data is 12 students voted strongly agree and 18 students voted agree. In other words, students feel that teachers have the goal of making students able to think and work independently when learning English in class. However, 3 students disagreed with the statement, followed by 1 student choosing strongly disagree. in other words, there are

some students feel the development of students ' ability to think and work independently is not an important goal of the teacher.

Based on the data collected from respondents, the average for assessing student responses is $113/136 \times 100 = 83\%$, categorised as very good.

Table 23. 21. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 21 | Explaining the material directly is an important part of the way teachers teach in each classroom session. | 4 | 16 | 64 |
| | | 3 | 15 | 45 |
| | | 2 | 2 | 4 |
| | | 1 | 1 | 1 |

Table 21 shows that many students agree that explaining the material directly is an important part of how teachers teach in each classroom session. With the data of 16 students strongly agree and then there are 15 students choose to agree. Which means that students feel the teacher explains directly the learning material is important. However, 2 students disagreed and followed by 1 student strongly disagreed. Thus, there are students who feel that teachers do not consider it important to explain the material directly in learning English.

Based on the data collected from respondents, the average for assessing student responses is $114/136 \times 100 = 84\%$, categorised as very good.

Table 24. 22. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 22 | Teachers provide very clear guidance on how students should complete tasks in class here. | 4 | 18 | 72 |
| | | 3 | 16 | 48 |
| | | 2 | 0 | 0 |
| | | 1 | 0 | 0 |

Table 22 shows that all students agree that teachers provide very clear guidance on how students should complete tasks in this class. With the details of 18 students strongly agreed and 16 students voted to agree. In other words,

all students feel that the teacher guides English learning so clearly in doing the assigned tasks.

Based on the data collected from respondents, the average for assessing student responses is $120/136 \times 100 = 88\%$, categorised as very good.

Table 25. 23. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 23 | Students learn how to apply various principles and concepts through guidance from teachers. | 4 | 12 | 48 |
| | | 3 | 18 | 54 |
| | | 2 | 2 | 4 |
| | | 1 | 2 | 2 |

Seen in table 23, many respondents agree with the statement that students learn how to apply various principles and concepts through guidance from teachers. With details, 12 students voted strongly agree and students voted agree totaling 18. This means that students feel the teacher guides them in understanding the concepts and principles of English learning. However, 2 students do not agree if the teacher guides them in understanding the concepts and principles of English learning. in addition, there were also 2 students who voted strongly disagree that the teacher guided them in understanding the concepts and principles of English learning. This means that there are some students who do not feel that the teacher is guiding them in understanding the concepts and principles of English learning.

Based on the data collected from respondents, the average for assessing student responses is $108/136 \times 100 = 79\%$, categorised as very good.

Table 26. 24. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 24 | These learning activities encourage students to take initiative and responsibility for their learning. | 4 | 11 | 44 |
| | | 3 | 19 | 57 |
| | | 2 | 2 | 4 |
| | | 1 | 2 | 2 |

Table 24 describes the statement that learning activities encourage students to take the initiative and responsibility for their learning in the approval of many students. With the details of the data, 11 people voted strongly agree and 19 people voted agree with the statement. This means that the students feel they are encouraged to take the initiative and responsibility through learning that has been done by the teacher. However, 2 Shiva chose disagree then 2 other students chose strongly disagree. In other words, they do not feel that what teachers do in learning makes them have Initiative and responsibility towards learning.

Based on the data collected from respondents, the average for assessing student responses is $107/136 \times 100 = 79\%$, categorised as very good.

Table 27. 25. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 25 | Students have responsible for teaching part of the classroom learning sessions. | 4 | 9 | 36 |
| | | 3 | 20 | 60 |
| | | 2 | 3 | 6 |
| | | 1 | 2 | 2 |

Table 25 shows that most respondents agree with the statement that students have a responsibility to teach part of the classroom learning sessions. With the data, 9 students chose to agree and 20 students agreed to the statement. In other words, students agree that they have the responsibility of being a peer tutor in the English learning process. However, 3 students disagreed and then 2 other students voted strongly to disagree. Which means that the student does not feel responsible for teaching in learning sessions or being a peer tutor.

Based on the data collected from respondents, the average for assessing student responses is $104/136 \times 100 = 76\%$, categorised as very good.

Table 28. 26. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|------------|-------|----------|-----------|
| 26 | | 4 | 11 | 44 |

| | | | | |
|--|---|---|----|----|
| | Teachers have expertise that is often used to resolve differences of opinion between students on learning issues. | 3 | 21 | 63 |
| | | 2 | 2 | 4 |
| | | 1 | 0 | 0 |

In table 26, it can be seen that the statement that teachers have expertise that is often used to resolve differences of opinion between students on learning problems is approved by many respondents. With details of 11 students voted strongly agree than 21 students voted agree. Which means students feel the teacher's expertise resolves their debate about learning English. However, 2 students disagree, which means that the teacher does not have the expertise of the teacher to resolve their debate about learning English.

Based on the data collected from respondents, the average for assessing student responses is $111/136 \times 100 = 82\%$, categorised as very good.

Table 29. 27. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 27 | This learning has very specific goals and objectives that the teacher wants to achieve. | 4 | 13 | 52 |
| | | 3 | 17 | 51 |
| | | 2 | 4 | 8 |
| | | 1 | 0 | 0 |

In Table 27, more respondents agreed with the statement that this learning has very specific goals and objectives that the teacher wants to achieve. With details of 13 students choosing strongly agree with the statement and students who chose to agree amounted to 17 people. This means that students feel that teachers have specific goals for students in learning English in class. However, 4 students chose to disagree with the statement. In other words, there are no very specific goals and objectives that teachers want to achieve.

Based on the data collected from respondents, the average for assessing student responses is $111/136 \times 100 = 82\%$, categorised as very good.

Table 30. 28. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 28 | Students often receive oral or written comments from teachers about their performance. | 4 | 14 | 56 |
| | | 3 | 10 | 30 |
| | | 2 | 8 | 16 |
| | | 1 | 2 | 2 |

Table 28 shows the statement that students often receive oral and/or written comments from teachers about their performance. From the data above can be seen that 14 students strongly agree and then 10 students choose to agree. In other words, teachers provide comments/advice on how students perform in learning English. However, 8 students disagreed with the statement and 2 students voted strongly disagree. This means that teachers do not provide comments/advice on how students perform in learning English.

Based on the data collected from respondents, the average for assessing student responses is $104/136 \times 100 = 76\%$, categorised as very good.

Table 31. 29. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 29 | The teacher asks the students for advice on how and what to teach in this lesson. | 4 | 15 | 60 |
| | | 3 | 13 | 39 |
| | | 2 | 2 | 4 |
| | | 1 | 4 | 4 |

Table 29 shows that students agree with the statement that teachers ask students for suggestions on how and what to teach in this lesson. With details, 15 students chose strongly agree and 13 students chose agree that teachers ask students for suggestions on how and what to teach in this lesson. This means that students can give opinions on how and what methods are suitable for students' English learning through opinions conveyed to the teacher. However, 2 students disagreed with the above statement, then there were 4 students who

chose strongly disagree. This means that students cannot give opinions on how and what is suitable for English learning because teachers do not ask students for opinions.

Based on the data collected from respondents, the average for assessing student responses is $107/136 \times 100 = 79\%$, categorised as very good.

Table 32. 30. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 30 | The teacher sets the pace for students to complete an independent or group project. | 4 | 8 | 32 |
| | | 3 | 23 | 69 |
| | | 2 | 2 | 4 |
| | | 1 | 1 | 1 |

Table 30 shows that most respondents agreed with the question that teachers pace students independently to complete independent or group projects. With details of 8 students choosing strongly agree out of 23 students choosing agree. It can be interpreted that students agree that teachers allow students to complete students' English projects independently. However, 2 students chose disagree and 1 student chose strongly disagree. This means that the teacher does not independently organize students' steps to complete independent or group projects.

Based on the data collected from respondents, the average for assessing student responses is $106/136 \times 100 = 78\%$, categorised as very good.

Table 33. 31. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 31 | Students can describe teachers as "storehouses of knowledge" that share facts, principles, and concepts that students need. | 4 | 18 | 72 |
| | | 3 | 13 | 39 |
| | | 2 | 3 | 6 |
| | | 1 | 0 | 0 |

Table 31 shows that students agree with the statement that students can describe the teacher as a “storehouse of knowledge” that shares facts, principles, and concepts that students need. In detail, 18 students chose to strongly agree and 13 students chose to agree with the statement. This means that teachers are considered as a storehouse of knowledge that can share the facts, principles, and concepts of English learning that students need. However, 3 students chose to disagree with the statement above. This means that teachers are not considered a storehouse of knowledge that can share learning facts, principles and concepts.

Based on the data collected from respondents, the average for assessing student responses is $117/136 \times 100 = 86\%$, categorised as very good.

Table 34. 32. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 32 | The expectations of what the teacher wants the students to do in this class are clearly stated in the syllabus. | 4 | 6 | 24 |
| | | 3 | 23 | 69 |
| | | 2 | 5 | 10 |
| | | 1 | 0 | 0 |

In table 32, it can be seen that many students agree with the statement that the expectations of what the teacher wants students to do in this class are clearly stated in the syllabus. With details of 6 students voted strongly agree and 23 voted agree with the statement above. Thus, it can be interpreted that the students already know what to do in learning English through the syllabus indicated by the teacher. However, 5 students chose disagree with the statement. This means that the teacher does not express expectations clearly in the syllabus.

Based on the data collected from respondents, the average for assessing student responses is $103/136 \times 100 = 76\%$, categorised as very good.

Table 35. 33. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|------------|-------|----------|-----------|
| 33 | | 4 | 9 | 36 |

| | | | | |
|--|---|---|----|----|
| | Many of the students are starting to think like teachers when teaching about learning content | 3 | 20 | 60 |
| | | 2 | 5 | 10 |
| | | 1 | 0 | 0 |

Table 33 explains that most students agree with the statement that many students start to think like teachers when teaching about learning content. With details of 9 students chose strongly agree and 20 students chose agree with the statement that many students begin to think like teachers when teaching about learning content. This means that students start to think like what has been taught and how the teacher teaches an English learning material. However, 5 students chose to disagree with the statement. This means that these students do not feel that they are the ones who start to think like the teacher when teaching about learning materials.

Based on the data collected from respondents, the average for assessing student responses is $106/136 \times 100 = 78\%$, categorised as very good.

Table 36. 34. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 34 | Students can choose among activities to complete the learning requirements | 4 | 14 | 56 |
| | | 3 | 17 | 51 |
| | | 2 | 2 | 4 |
| | | 1 | 1 | 1 |

Table 34 illustrates that the statement that students can choose between activities to complete learning requirements was agreed by many respondents. With detailed data, 14 people chose strongly agree and 17 people chose agree. This means that students feel that teachers give them choices to complete the learning with the English activities they want. However, 2 students chose disagree and 1 student chose strongly disagree. This means that students disagree with the above statement and feel that teachers do not provide options to complete the learning with the English activities they want.

Based on the data collected from respondents, the average for assessing student responses is $112/136 \times 100 = 82\%$, categorised as very good.

Table 37. 35. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 35 | The teacher's approach to teaching is similar to that of a manager who delegates duties and responsibilities to the students. | 4 | 12 | 48 |
| | | 3 | 15 | 45 |
| | | 2 | 6 | 12 |
| | | 1 | 1 | 1 |

In table 35 more than half of the respondents agreed with the statement that the teacher's approach to teaching is similar to the approach of a manager who delegates tasks and responsibilities to the students. With details, 12 Shiva voted strongly agree and 15 students voted agree with the statement. In other words, students feel that teachers give tasks and responsibilities to students like a manager whose tasks must be completed without reason. However, 6 students chose not to agree with the above statement. In other words, the teacher does not delegate tasks and assign responsibilities to them. In addition, 1 student voted strongly disagree which means that students do not feel the teacher gives the task and responsibility to students like a manager where the task must be completed without reason.

Based on the data collected from respondents, the average for assessing student responses is $106/136 \times 100 = 78\%$, categorised as very good.

Table 38. 36. Expert Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 36 | Teachers have a lot of material to cover in lessons but unfortunately, there is not enough time to cover everything in detail. | 4 | 13 | 52 |
| | | 3 | 12 | 36 |
| | | 2 | 5 | 10 |
| | | 1 | 4 | 4 |

Table 36 shows that many students agree with the statement that teachers have a lot of material to cover in lessons but unfortunately, there is not enough time to cover everything in detail. With details, 13 students chose strongly agree and 12 students chose agree. This means that in English learning materials, teachers often run out of time even though the learning materials they have have not been explained in detail. However, 5 students chose to disagree and there were 4 students chose to strongly disagree. In other words, teachers do not run out of time or lack of time in explaining the material in detail in the English learning process.

Based on the data collected from respondents, the average for assessing student responses is $102/136 \times 100 = 78\%$, categorised as good.

Table 39. 37. Formal Authority Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 37 | Teacher standards and expectations help students develop the discipline students need to learn. | 4 | 10 | 40 |
| | | 3 | 22 | 66 |
| | | 2 | 2 | 4 |
| | | 1 | 0 | 0 |

Table 37 shows that almost the majority of students agree with the statement that teacher standards and expectations help students develop the discipline they need to learn. With data, 10 students chose to strongly agree than 22 students chose to agree with the statement. In other words, students feel that teachers discipline students during the learning process through these teacher standards. However, 2 students chose to disagree with the statement. This means that these students do not feel that teacher standards and expectations help students develop the discipline students need to learn.

Based on the data collected from respondents, the average for assessing student responses is $110/136 \times 100 = 81\%$, categorised as very good.

Table 40. 38. Personal Model Style

| No | Statements | Scale | Quantity | Frequency |
|----|------------|-------|----------|-----------|
| 38 | | 4 | 18 | 72 |

| | | | | |
|--|--|---|----|----|
| | Students may describe the teacher as a “coach” who working with them to correct problems in the way students think and behave. | 3 | 14 | 42 |
| | | 2 | 2 | 4 |
| | | 1 | 0 | 0 |

In table 38 the respondents agreed with the statement that Students can describe teachers as “coaches” who work with them to correct problems in the way students think and behave. With details, 18 students strongly agreed than 14 students chose to agree. This means that the English language learning teacher is an example for students in thinking and behaving, then problems in learning can be solved by asking the teacher for help. However, 2 students chose to disagree with the statement. This means that students do not feel that teachers are people who must be followed in their thinking and behavior.

Based on the data collected from respondents, the average for assessing student responses is $118/136 \times 100 = 87\%$, categorised as very good.

Table 41. 39. Facilitator Style

| No | Statements | Scale | Quantity | Frequency |
|----|--|-------|----------|-----------|
| 39 | Teachers provide a lot of personal support and encouragement to do their best in the learning classroom. | 4 | 15 | 60 |
| | | 3 | 18 | 54 |
| | | 2 | 1 | 2 |
| | | 1 | 0 | 0 |

Table 39 shows that the statement that teachers provide a lot of personal support and encouragement to students to do their best in learning classes was agreed by almost all respondents. With details, 15 students chose strongly agree and 18 students chose agree to the question above. In other words. Students feel that teachers give them direct and indirect support so that students can get better in the English learning process. However, 1 student chose to disagree with the statement. This means that a student feels that the teacher does not provide direct or indirect support so that students can get better in the learning process.

Based on the data collected from respondents, the average for assessing student responses is $116/136 \times 100 = 85\%$, categorised as very good.

Table 42. 40. Delegator Style

| No | Statements | Scale | Quantity | Frequency |
|----|---|-------|----------|-----------|
| 40 | The teacher acts as a resource person who is readily available whenever the students need help. | 4 | 17 | 68 |
| | | 3 | 13 | 39 |
| | | 2 | 2 | 4 |
| | | 1 | 2 | 2 |

In table 40, most students agree with the statement that the teacher acts as a resource person who is available whenever students need help. With detailed data, 17 students chose to strongly agree and 13 students chose to agree with the statement. This means that students feel that the teacher is ready to be a resource person when they need it during the English learning process. However, 2 students chose to disagree and 2 other students chose to strongly disagree with the statement above. In other words, the teacher does not act as a resource person who is available whenever students need help.

Based on the data collected from respondents, the average for assessing student responses is $113/136 \times 100 = 83\%$, categorised as very good.

Table 43. 1. All Statement Indicators in The Table.

| No | Indicator | Index of each item | | Total score each Indicator 8 | Score Category |
|----|------------------------|--------------------|-----|---|----------------|
| 1 | Expert Style | 85% | 84% | $85\% + 84\% + 84\% + 82\%$ $68\% + 86 + 82\% + 75\% =$ 81% <hr/> 8 | Very Good |
| | | 84% | 82% | | |
| | | 68% | 86% | | |
| | | 82% | 75% | | |
| 2 | Formal Authority Style | 76% | 88% | $76\% + 88\% + 58\% + 82\%$ $57\% + 76 + 88\% + 76\% =$ 76% <hr/> 8 | Very Good |
| | | 58% | 82% | | |
| | | 57% | 76% | | |

| | | | | | |
|---|----------------------|-----|-----|---|-----------|
| | | 88% | 80% | | |
| 3 | Personal Model Style | 83% | 79% | <div>83% + 79% + 76% + 76% 83% + 78 + 69% + 87% = 79%</div> <hr/> <div>8</div> | Very Good |
| | | 76% | 76% | | |
| | | 83% | 78% | | |
| | | 69% | 87% | | |
| 4 | Facilitator Style | 79% | 79% | <div>79% + 79% + 85% + 79%+ 79% + 83 + 82% + 85% = 81%</div> <hr/> <div>8</div> | Very Good |
| | | 85% | 79% | | |
| | | 79% | 82% | | |
| | | 83% | 85% | | |
| 5 | Delegator Style | 69% | 76% | <div>69%+ 76% + 80%+ 78%+ 74%+ 78%+ 80%+ 83% = 77%</div> <hr/> <div>8</div> | Very Good |
| | | 80% | 78% | | |
| | | 74% | 78% | | |
| | | 80% | 83% | | |

B. Discussion

According to Kardia and Wright (2004), teachers must possess brains, abilities, insights, and diligence to excel in various classroom challenges. Sheikh and Mahmood (2014) define teaching style as a multitasking phenomenon that influences how teachers impart information, complete classroom tasks, and supervise pupils. Each teacher develops a different teaching style that suits him best (Callahan, 1982). If the teacher in the teaching and learning process does not use a teaching style, it will make students bored, students' attention is reduced, sleepy, and as a result the learning objectives are not achieved. Teaching style refers to the teacher's actions during the learning process. According to Muhammad Ali (1987), a teacher's teaching style reflects his teaching method. During the learning process, each teacher has a unique teaching style that can be used to deliver learning materials. Although the variation is not significant, it can affect the outcome of the learning process led by the teacher. Grasha (1996) distinguishes five teaching styles, namely expert

style, formal authority, personal model, facilitator, and delegator. These teaching style categories are based on how the teacher performs his/her role in the classroom and interacts with students. The teacher's role is mentioned in the statements in each table in the findings. Based on the questionnaires completed by the students, the data values in the findings will be divided into 5 teaching style categories as follows:

1. Expert Style

Based on the data contained in the findings, the percentage value of expert style is 81%, which is categorized as very good. According to Sternberg and Williams (2009), an expert teacher must master the subject matter. Mastery of subject matter is an absolute price for an expert teacher (Alamsyah, 2016). Mastery of the subject matter can be seen in the statements in Tables 1, 6, 11, 16, 21, 26, 31, 36. Grasha (1996) explains in more detail that experts have the information and competencies that students need. He is interested in maintaining his position as an expert among students by demonstrating in-depth knowledge and challenging students to improve their competence. A teacher cares about the delivery of the material and ensures that students are well prepared. This statement can be seen in Table number 11. In addition, Sternberg and Williams (2009) added that expert teachers act efficiently in solving problems. It can be seen in the statement in Table 26, where in carrying out educational activities, a teacher will inevitably encounter various problems. Carter & Nunan (2001) claim Expert style is highlighted by teachers who have knowledge and expertise in the subject matter. Teachers who use this technique constantly encourage their students to excel when teaching in detail and depth. This style of teaching requires students to always be prepared and place a high value on the distribution of information.

According to Seidel et al. (2021), expert teachers (with extensive professional knowledge) are better able to evenly distribute their attention to all students when teaching (as an indicator of successful classroom management) and transition more smoothly from one phase to the next than

beginners. According to the description of teaching style above, the teacher here has the knowledge to impart learning to students with professionalism and expertise while also meeting the demands of students with each instructional material. Grasha (1996) also explains what the advantages and disadvantages of using the expert teaching style are. The advantage of the expert teaching style is the information, knowledge, and skills possessed by the individual. Then, the disadvantage of this expert teaching style is that the exposure of knowledge can intimidate inexperienced students if overused.

2. Formal Authority Style

Based on the data contained in the findings, the percentage value of Formal Authority Style is 76%, which is categorized as very good. According to Ahmed et al. (2020) It is a teacher-centered approach in which the teacher is responsible for presenting curriculum to the students. It is highly regarded by students due to its knowledge and effort as a teacher. Style-holder instructor. The formal-style teacher maintains status among students by controlling the subject and regulating his or her job as a teaching member. Effective teaching involves responding to students, establishing learning objectives, anticipating behavior, and enforcing rules. Teachers receive constructive feedback, enhance learning tactics, and provide opportunity for students. In line with what Ahmed explained, the activities carried out by teachers with Formal Authority Style can be seen in table statements 2,7,12,17,22,27,32,37. Madar et al., (2020) claims Teachers with this teaching style are more interested in structured (framed) teaching methods. In line with Madar's statement, it can be seen in table 32 that teachers have been very structured through the expectations that teachers want students to do in learning through the syllabus they make.

According to Nursyafa (2022), the formal authority style of teaching regards students as objects of influence rather than equal collaborators in activities; consequently, teachers distance themselves from the educational team and individual students. This type of teacher is always autonomously

organized, and this particular approach is more common in higher education. The authority style has the advantage of being a more appropriate strategy for older students in subjects that require recall but not teacher input. However, according to Grasha (1996), the disadvantage of this formal authority teaching style is that this style's foundation might lead to inflexible and standardized approaches to handling students and their difficulties.

3. Personal Model Style

Based on the data contained in the findings, the percentage value of personal model style is 79%, which is categorized as very good. According to Grasha's (1996), this is another teacher-centered approach where the teacher demonstrates the skills that students need to learn. This teaching method encourages student participation in the classroom, and teachers modify their presentations to accommodate different learning styles. Teachers believe in 'teaching by personal example' and creating models for thinking and acting. Teachers guide and direct students by teaching them how to do things and encouraging them to observe and then follow the teacher's style. The statements in tables 3, 8, 13, 18, 23, 28, 32, and 38 show how personal style teachers get their work done. Sukor et al. (2014) claim that for the personal model style, teaching should be done by using personal examples and teaching by example. Teachers tend to act as prototypes for students on how to think and behave. They tend to direct and guide students to observe and imitate the demonstrated methods afterwards. Table 13 shows alignment with the claim of Sukor et al. that teachers show students how and what students should do to master the learning material.

According to Salsabilah et al. (2021), teachers with a personal exemplary style are expected to be able to show good character to students who not only cover the material, and students are able to personalize a good person who is in accordance with the moral principles of Pancasila. As in the statement in Table 3, the teacher gives examples of how to think to the students, and then they also pay attention to the teacher as a coach who can improve their thoughts and behavior. Analyzing the significance of this

personal model style of instruction demonstrates how students might mimic their teacher's lessons by presenting real-life examples from their own experiences. This technique challenges students to think and act independently, without waiting for the teacher's directions. The advantage of the personalized model teaching method is its 'hands-on' approach. The emphasis, however, is on direct observation and role modeling. The disadvantage of the personalized model teaching method is that while some teachers believe it is the ideal approach, some students may feel inadequate if they do not match the criteria.

4. Facilitator Style

Based on the data contained in the findings, the percentage value of facilitator style is 81%, which is categorized as very good. According to Grasha's (1996), In this way, the teacher serves as a facilitator, and the students are responsible for meeting objectives for different activities. This style of instruction promotes both solitary and group learning. Group activities that require problem-solving, active learning, and communication between students are usually designed by their teacher. The statements in tables 4, 9, 14, 19, 24, 29, 34, and 39 show how Facilitator Style teachers get their work done. English is a difficult topic for some students, hence a teacher's role as a facilitator in the learning process. Many students believe that English is very difficult because it is not the language they speak daily. The implementation of the teacher's role as a facilitator is to help students strengthen their abilities and create a creative and fun environment in the learning process (Nengsih et al., 2000). Heydarnejad & Fatemi (2017) explained that this kind of teaching emphasises the relationship between teachers and students. To assist students in making the right decision, the teacher asks questions, helps them create possibilities, offers alternatives, and encourages them to establish criteria, and the teacher guides the class in making the right decision. The ultimate goal is to help students become capable of taking independent and responsible action. In line with the explanation of Heydarnejad & Fatemi, what a teacher does with a facilitator

is to carry out learning activities to encourage students to take initiative and responsibility for their learning, which is a statement that is in table 24.

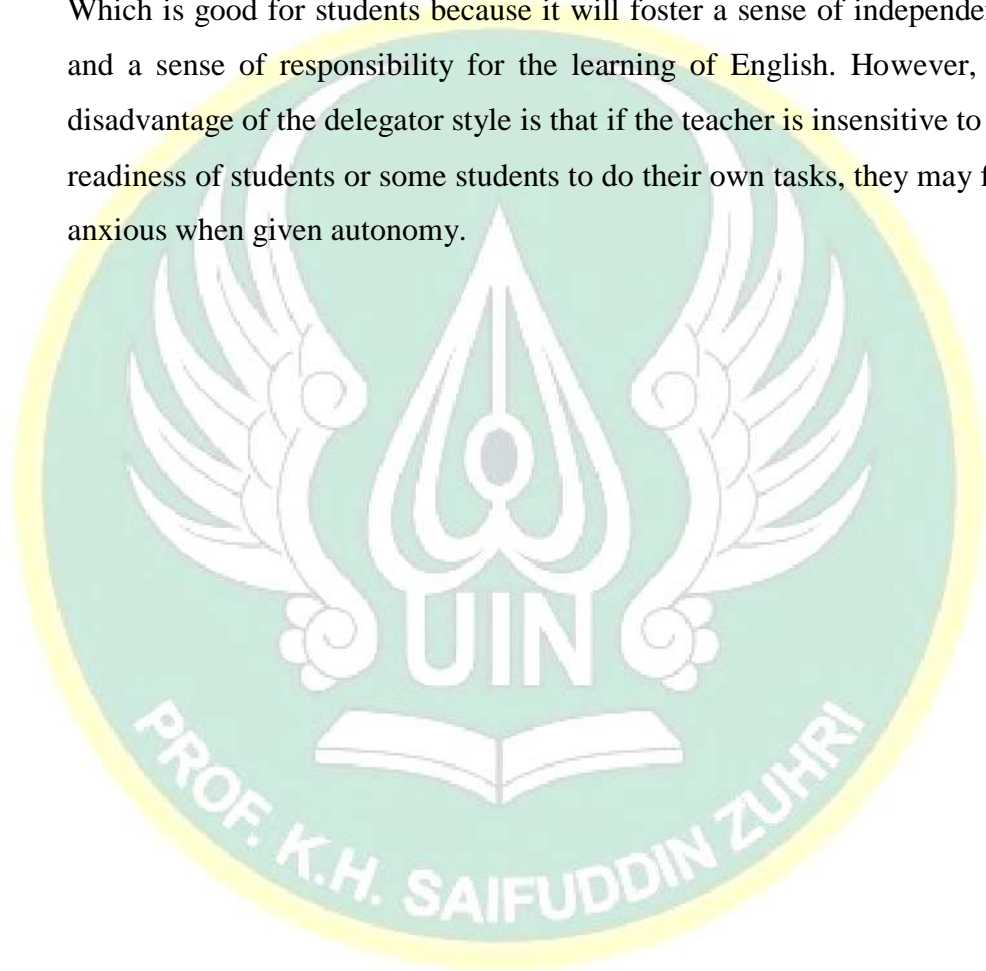
Based on Grasha's (1996) definition of teaching style above, teachers have the task of sharing knowledge with students as well as guiding, training, and encouraging students to develop all the information they receive in every learning process. The advantages of using the facilitator's teaching style are personal adaptability, focus on students' needs and goals, and willingness to explore various possibilities and alternative actions to achieve them. However, the drawback of the facilitator teaching style is that it is often time-consuming and ineffective when a more direct approach is required. If not used in a positive and encouraging way, this teaching style can make students uncomfortable.

5. Delegator Style

Based on the data contained in the findings, the percentage value of Delegator Style is 77%, which is categorized as very good. According to Ahmed et al. (2020), this model focuses on student engagement, with teachers controlling students' learning. It aims to foster autonomous thinking among students. Scholars work independently on plans. Based on Grasha (1996), it is another student-centered method in which the teacher delegated responsibility and authority for learning to individuals and/or groups of students. The delegation approach usually empowers students to design and implement complex learning projects, with the teacher serving as a consultant. A teacher with a delegator style must complete the activities mentioned in tables 5, 10, 15, 20, 25, 30, 35, and 40. Teachers who use the delegator teaching style give most of the learning responsibilities to individuals or groups of students. This kind of teacher empowers students to create and implement their own learning projects, with the instructor serving as a consultant. This is consistent with the statement in Table 40, which states that the instructor serves as a resource person available to students anytime they need assistance. Students working under this category are often expected to work alone and independently, as in table 30, where

the teacher has set students to complete individual and group projects independently.

Based on the above understanding, this teaching style encourages students to develop their' knowledge capacity by giving responsibility in the form of individual and group tasks independently, where the teacher's role here is as a consultant. The advantage of the Delegator teaching style is that it contributes to students' perception of themselves as independent learners. Which is good for students because it will foster a sense of independence and a sense of responsibility for the learning of English. However, the disadvantage of the delegator style is that if the teacher is insensitive to the readiness of students or some students to do their own tasks, they may feel anxious when given autonomy.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the results and suggestion as a concluding section of the research, which summarizes the information presented in the preceding chapter. The conclusion section provided an overview on the findings of the research conducted by the researcher. In the advice section, researchers outlined what suggestions that consider necessary for the parties involved in this study.

A. Conclusion

Students who believe that learning a foreign language is difficult because it is not their mother tongue may feel discouraged and unmotivated; therefore, teachers must have a teaching style that suits the classroom conditions. The teachers in this study have employed teaching styles that align with Grasha's theory. The students gave answers regarding the application of the style carried out by the teacher through statements in the questionnaire, with the results of 81% of the expert style through 8 statements in the questionnaire, 76% of the formal authority style through 8 statements in the questionnaire, 79% of the personal model style through 8 statements in the questionnaire, 81% of the facilitator style through 8 statements in the questionnaire, and 77% of the delegator style through 8 statements in the questionnaire. The conclusion of this study is the students were of the opinion that the teachers had implemented the teaching style with excellent results with the results detailed through the percentages above. Therefore, the English teachers in this study have applied their teaching styles very well according to the students.

B. Limitation

It is acknowledged that this research has significant limitations. The study's subject, context, and data gathering technique all have a big impact on its findings. There are several limitations of this study, such as the location of the study, which was only conducted in one class and one school, so it cannot generalize students' perceptions; this study only focuses on a specific school year, so there is no guarantee that the findings will be the same for students in

the previous or subsequent batches; there are barriers to discussing students' perceptions in more detail because only questionnaires were used to collect data.

C. Suggestion

Based on the evaluation of the research findings, the authors intend to make suggestions that are expected to be beneficial for institutions and future researchers, particularly as outlined below:

1. For the teacher

English teachers should adopt the most appropriate style for helping the learning process, particularly while teaching English. Before beginning to teach, the English teacher must plan the technique, material, and treatment that will be given to pupils based on their learning type. The English teacher can utilize this technique to make the students more engaged in the topic during the learning process. The instructor should encourage students to participate.

2. For the students

Students should actively participate in the learning process. However, if the teacher uses the right teaching style but the students do not pay attention, it is pointless; the students should be more active in participating in the teaching learning process in order to expand their knowledge. Students must work hard to enhance their English.

3. For further researcher

This study still has limitations that might be addressed with more research. As a result, this study can serve as a reference for future research. Future scholars should perform more in-depth study into students' perceptions of teachers teaching style in class. Given the many constraints that remain, future researchers can continue study in the same field by developing a questionnaire based on different theories and conducting interviews with students about their perceptions of teachers teaching style in class. surveys based on other ideas, conduct interviews to learn more about students' perspectives, and conduct research in other areas to discover new phenomena based on the school's environment.

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APPENDICES



Appendix 1. Questionnaire

| NO | PERNYATAAN | JAWABAN | | | |
|----|---|---------|---|----|-----|
| | | SS | S | TS | STS |
| 1 | Dalam kelas guru berperan penting bagi siswa untuk fokus pada pemahaman fakta, konsep, dan prinsip-prinsip utama pembelajaran. | | | | |
| 2 | Guru menetapkan standar yang tinggi bagi siswa di kelas. | | | | |
| 3 | Guru mencontohkan cara-cara yang tepat bagi siswa untuk berpikir tentang isu-isu dalam materi pelajaran. | | | | |
| 4 | Tujuan dan metode pengajaran guru dalam kelas sesuai dengan gaya belajar para siswa. | | | | |
| 5 | Siswa biasanya mengerjakan proyek-proyek kursus sendirian dengan pengawasan dari guru. | | | | |
| 6 | Guru sangat berdedikasi untuk berbagi pengetahuan dan keahlian mereka dengan siswa. | | | | |
| 7 | Siswa menerima umpan balik negatif jika kinerja mereka tidak memuaskan. | | | | |
| 8 | Siswa didorong untuk meniru contoh yang diberikan oleh guru. | | | | |
| 9 | Guru meluangkan waktu untuk berkonsultasi dengan siswa mengenai cara meningkatkan pekerjaan para siswa dalam proyek individu atau kelompok. | | | | |
| 10 | Kegiatan di kelas ini mendorong siswa untuk mengembangkan ide mereka sendiri tentang materi pembelajaran. | | | | |
| 11 | Guru ingin siswa meninggalkan pembelajar dengan persiapan yang baik untuk pekerjaan lebih lanjut di bidang ini. | | | | |
| 12 | Guru memiliki standar dan ekspektasi yang cukup tinggi; siswa mungkin akan berpikir bahwa guru agak ketat dan kaku. | | | | |
| 13 | Guru biasanya menunjukkan kepada siswa bagaimana dan apa yang harus dilakukan siswa untuk menguasai materi pelajaran. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 14 | Diskusi kelompok kecil membantu siswa mengembangkan kemampuan siswa untuk berpikir kritis. | | | | |
| 15 | Siswa merancang satu atau lebih pengalaman belajar mandiri. | | | | |
| 16 | Apa yang dikatakan guru di dalam kelas tentang suatu topik sangat penting bagi siswa untuk mendapatkan perspektif yang lebih luas tentang masalah tersebut. | | | | |
| 17 | Guru bertanggung jawab untuk menentukan apa yang harus siswa pelajari dan bagaimana mereka harus mempelajarinya. | | | | |
| 18 | Guru sering menggunakan contoh dari pengalaman pribadi kepada siswa untuk mengilustrasikan poin-poin tentang materi. | | | | |
| 19 | Guru memandu pekerjaan siswa dalam proyek-proyek pembelajaran dengan mengajukan pertanyaan, mengeksplorasi pilihan, dan menyarankan cara-cara alternatif untuk melakukan sesuatu. | | | | |
| 20 | Perkembangan kemampuan siswa untuk berpikir dan bekerja secara mandiri adalah tujuan penting dari guru. | | | | |
| 21 | Menjelaskan materi secara langsung adalah bagian penting dari cara guru mengajar di setiap sesi kelas. | | | | |
| 22 | Guru memberikan panduan yang sangat jelas tentang bagaimana siswa harus menyelesaikan tugas-tugas dalam kelas | | | | |
| 23 | Siswa belajar bagaimana menerapkan berbagai prinsip dan konsep melalui bimbingan dari guru. | | | | |
| 24 | Kegiatan-kegiatan pembelajaran mendorong siswa untuk mengambil inisiatif dan tanggung jawab atas pembelajaran mereka. | | | | |
| 25 | Siswa memiliki bertanggung jawab untuk mengajar bagian dari sesi kelas pembelajaran. | | | | |
| 26 | Guru memiliki keahlian yang sering digunakan untuk menyelesaikan perbedaan pendapat antara siswa tentang masalah pembelajaran. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 27 | Pembelajaran ini memiliki tujuan dan sasaran yang sangat spesifik yang ingin dicapai oleh guru. | | | | |
| 28 | Siswa sering menerima komentar lisan dan/atau tertulis dari guru tentang kinerja mereka. | | | | |
| 29 | Guru meminta saran para siswa tentang bagaimana dan apa yang harus diajarkan dalam mata pembelajaran ini. | | | | |
| 30 | Guru menetapkan langkah siswa seara mandiri untuk menyelesaikan proyek independen atau kelompok. | | | | |
| 31 | Siswa dapat menggambarkan guru sebagai "gudang pengetahuan" yang membagikan fakta, prinsip, dan konsep yang siswa butuhkan. | | | | |
| 32 | Harapan apa yang guru ingin siswa lakukan di kelas ini dinyatakan dengan jelas dalam silabus. | | | | |
| 33 | Banyak dari siswa yang mulai berpikir seperti guru ketika mengajar tentang konten pembelajaran | | | | |
| 34 | Siswa dapat memilih di antara kegiatan-kegiatan untuk menyelesaikan persyaratan pembelajaran | | | | |
| 35 | Pendekatan guru dalam mengajar mirip dengan pendekatan seorang manajer yang mendelegasikan tugas dan tanggung jawab kepada para siswa. | | | | |
| 36 | Guru pembelajaran tapi sayangnya, tidak ada cukup waktu untuk membahas semuanya secara mendetail. | | | | |
| 37 | Standar dan ekspektasi guru membantu siswa mengembangkan disiplin yang siswa butuhkan untuk belajar. | | | | |
| 38 | Siswa dapat menggambarkan guru sebagai "pelatih" yang bekerja sama dengan mereka untuk memperbaiki masalah dalam cara siswa berpikir dan berperilaku. | | | | |
| 39 | Guru memberikan banyak dukungan dan dorongan pribadi untuk melakukan yang terbaik dalam kelas pembelajaran. | | | | |
| 40 | Guru berperan sebagai narasumber yang siap sedia kapan pun siswa membutuhkan bantuan. | | | | |

Appendix 2. Expert validation

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Windhariyati Dyah Kusumawanti, M.A., M.Pd.
Jabatan : Dosen
Instansi : UIN Prof. K.H. Sifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa field note yang akan digunakan untuk penelitian berjudul "*STUDENTS PERCEPTION OF TEACHERS' TEACHING STYLE IN THE ENGLISH CLASSROOM AT SMP IT NUSANTARA KEMBARAN*" yang dibuat oleh:

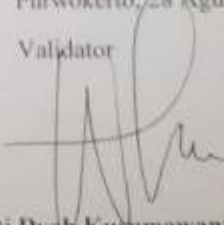
Nama : Wahyu Guntara
NIM : 1917404069
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

☐ Layak digunakan
☒ Layak digunakan dengan revisi
☐ Tidak layak digunakan

Catatan (bila perlu)
Feedback sudah di-follow up dengan baik.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 28 Agustus 2024
Validator

Windhariyati Dyah Kusumawanti, M.A., M.Pd.

Appendix 3. Questionnaire results

| Respondents | Statements | | | | | | | | | | | | | | | | | | | |
|-------------|------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | S12 | S13 | S14 | S15 | S16 | S17 | S18 | S19 | S20 |
| NO | | | | | | | | | | | | | | | | | | | | |
| R1 | 4 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 |
| R2 | 4 | 3 | 4 | 3 | 2 | 3 | 2 | 2 | 4 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 4 |
| R3 | 3 | 1 | 4 | 3 | 2 | 1 | 4 | 4 | 2 | 1 | 3 | 4 | 1 | 4 | 2 | 2 | 4 | 1 | 4 | 3 |
| R4 | 4 | 4 | 1 | 3 | 3 | 4 | 1 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 |
| R5 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 |
| R6 | 4 | 3 | 3 | 4 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 |
| R7 | 4 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 |
| R8 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 4 |
| R9 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 |
| R10 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 2 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 3 |
| R11 | 3 | 2 | 3 | 1 | 3 | 4 | 1 | 4 | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 2 | 2 |
| R12 | 3 | 2 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 1 | 3 | 4 | 1 | 4 | 4 | 1 | 3 | 4 |
| R13 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 |
| R14 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 |
| R15 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 1 | 4 | 3 | 3 | 3 | 4 | 4 |
| R16 | 2 | 4 | 4 | 4 | 3 | 2 | 3 | 2 | 1 | 3 | 4 | 3 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 3 |
| R17 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 4 |
| R18 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 4 | 2 | 4 | 3 | 3 | 3 |

| | | | | | | | | | | | | | | | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| R19 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| R20 | 4 | 3 | 4 | 4 | 1 | 3 | 2 | 2 | 4 | 4 | 2 | 1 | 4 | 2 | 4 | 4 | 4 | 3 | 4 | 2 |
| R21 | 4 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 3 | 4 | 2 | 3 | 4 | 2 | 4 | 3 |
| R22 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 4 | 4 | 1 | 4 | 3 | 2 | 3 | 3 |
| R23 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 2 | 4 | 4 | 2 | 2 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 |
| R24 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 1 | 1 | 4 | 3 | 2 | 4 | 4 | 4 | 4 | 4 |
| R25 | 3 | 3 | 3 | 3 | 2 | 4 | 1 | 1 | 3 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| R26 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 1 | 3 | 4 | 2 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 3 |
| R27 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 |
| R28 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 3 |
| R29 | 3 | 3 | 4 | 3 | 3 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 |
| R30 | 3 | 4 | 3 | 3 | 2 | 4 | 1 | 3 | 4 | 3 | 2 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 |
| R31 | 4 | 3 | 4 | 2 | 2 | 4 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 2 |
| R32 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 4 | 4 | 3 | 2 | 2 | 3 | 2 | 2 | 4 | 3 | 1 | 4 | 1 |
| R33 | 3 | 3 | 4 | 3 | 2 | 3 | 1 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 4 |
| R34 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 3 |
| Total | 115 | 104 | 113 | 107 | 94 | 114 | 79 | 104 | 115 | 109 | 93 | 78 | 113 | 108 | 101 | 112 | 120 | 94 | 113 | 109 |
| MAXIMUM SCORE | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 |
| PERCENTAGE | 85% | 76% | 83% | 79% | 69% | 84% | 58% | 76% | 85% | 80% | 68% | 57% | 83% | 79% | 74% | 82% | 88% | 69% | 83% | 80% |

| RESPONDENTS | STATEMENTS | | | | | | | | | | | | | | | | | | | |
|-------------|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| NO | S21 | S22 | S23 | S24 | S25 | S26 | S27 | S28 | S29 | S30 | S31 | S32 | S33 | S34 | S35 | S36 | S37 | S38 | S39 | S40 |
| R1 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 |
| R2 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
| R3 | 1 | 4 | 3 | 1 | 4 | 3 | 3 | 4 | 1 | 3 | 4 | 2 | 3 | 1 | 4 | 1 | 4 | 2 | 4 | 2 |
| R4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
| R5 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 |
| R6 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 3 |
| R7 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 4 | 4 | 3 | 3 |
| R8 | 3 | 4 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 4 |
| R9 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 |
| R10 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 4 | 4 | 4 |
| R11 | 4 | 3 | 1 | 3 | 4 | 3 | 2 | 4 | 1 | 3 | 3 | 2 | 3 | 4 | 1 | 4 | 4 | 4 | 3 | 1 |
| R12 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 4 | 4 |
| R13 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
| R14 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 |
| R15 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 1 |
| R16 | 2 | 4 | 1 | 3 | 3 | 2 | 4 | 2 | 3 | 4 | 2 | 2 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 4 |
| R17 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 |
| R18 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 |
| R19 | 4 | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 |
| R20 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 1 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 2 |
| R21 | 3 | 4 | 3 | 3 | 1 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| R22 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 4 | 3 |

| | | | | | | | | | | | | | | | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| R23 | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 1 | 3 | 4 | 4 | 4 |
| R24 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 1 | 3 | 4 | 4 | 4 |
| R25 | 3 | 3 | 3 | 1 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| R26 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 2 | 3 | 3 | 3 |
| R27 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 |
| R28 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 |
| R29 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 |
| R30 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 |
| R31 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 4 | 4 | 3 | 4 | 3 | 3 |
| R32 | 3 | 4 | 2 | 3 | 1 | 3 | 2 | 2 | 1 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 4 |
| R33 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
| R34 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
| Total | 114 | 120 | 108 | 107 | 104 | 111 | 111 | 104 | 107 | 106 | 117 | 103 | 106 | 112 | 106 | 102 | 110 | 118 | 116 | 113 |
| MAXIMUM SCORE | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 |
| PERCENTAGE | 84% | 88% | 79% | 78% | 76% | 82% | 82% | 76% | 78% | 78% | 86% | 76% | 78% | 82% | 78% | 75% | 81% | 87% | 85% | 83% |

Appendix 4. Questionnaire Responden

| Pernyataan | | SA | S | TS | TS |
|------------|---|----|---|----|----|
| 1 | Dalam kelas guru berperan penting bagi siswa untuk fokus pada pemahaman fakta, konsep, dan prinsip-prinsip utama pembelajaran. | | ✓ | | |
| 2 | Guru menetapkan standar yang tinggi bagi siswa di kelas. | | ✓ | | |
| 3 | Guru mencontohkan cara-cara yang tepat bagi siswa untuk berpikir tentang isu-isu dalam materi pelajaran. | ✓ | | | |
| 4 | Tujuan dan metode pengajaran guru dalam kelas sesuai dengan gaya belajar para siswa. | | ✓ | | |
| 5 | Siswa biasanya mengerjakan proyek-proyek kursus sendirian dengan pengawasan dari guru. | | | ✓ | |
| 6 | Guru sangat berdedikasi untuk berbagi pengetahuan dan keahlian mereka dengan siswa. | ✓ | | | |
| 7 | Siswa menerima umpan balik negatif jika kinerja mereka tidak memuaskan. | | | | ✓ |
| 8 | Siswa didorong untuk meniru contoh yang diberikan oleh guru. | | ✓ | | |
| 9 | Guru meluangkan waktu untuk berkonsultasi dengan siswa mengenai cara meningkatkan pekerjaan para siswa dalam proyek individu atau kelompok. | | ✓ | | |
| 10 | Kegiatan di kelas ini mendorong siswa untuk mengembangkan ide mereka sendiri tentang materi pembelajaran. | ✓ | | | |
| 11 | Guru ingin siswa meninggalkan pembelajaran dengan persiapan yang baik untuk pekerjaan lebih lanjut di bidang ini. | | | ✓ | |
| 12 | Guru memiliki standar dan ekspektasi yang cukup tinggi; siswa mungkin akan berpikir bahwa guru agak ketat dan kaku. | | ✓ | | |
| 13 | Guru biasanya menunjukkan kepada siswa bagaimana dan apa yang harus dilakukan siswa untuk menguasai materi pelajaran. | | ✓ | | |
| 14 | Diskusi kelompok kecil membantu siswa mengembangkan kemampuan siswa untuk berpikir kritis. | | ✓ | | |
| 15 | Siswa merancang satu atau lebih pengalaman belajar mandiri. | | ✓ | | |
| 16 | Apa yang dikatakan guru di dalam kelas tentang suatu topik sangat penting bagi siswa untuk mendapatkan perspektif yang lebih luas tentang masalah tersebut. | ✓ | | | |
| 17 | Guru bertanggung jawab untuk menentukan apa yang harus siswa pelajari dan bagaimana mereka harus mempelajarinya. | | | ✓ | |
| 18 | Guru sering menggunakan contoh dari pengalaman pribadi kepada siswa untuk mengilustrasikan poin-poin tentang materi. | | | ✓ | |
| 19 | Guru memandu pekerjaan siswa dalam proyek-proyek pembelajaran dengan mengajukan pertanyaan, mengeksplorasi pilihan, dan menyarankan cara-cara alternatif untuk melakukan sesuatu. | ✓ | | | |
| 20 | Perkembangan kemampuan siswa untuk berpikir dan bekerja secara mandiri adalah tujuan penting dari guru. | ✓ | | | |
| 21 | Menjelaskan materi secara langsung adalah bagian penting dari cara guru mengajar di setiap sesi kelas. | | | ✓ | |
| 22 | Guru memberikan panduan yang sangat jelas tentang bagaimana siswa harus menyelesaikan tugas-tugas dalam kelas ini. | | | ✓ | |
| 23 | Siswa belajar bagaimana menerapkan berbagai prinsip dan konsep melalui bimbingan dari guru. | | | ✓ | |

| | | | | | | |
|----|---|---|---|--|--|--|
| 24 | Kegiatan-kegiatan pembelajaran mendorong siswa untuk mengambil inisiatif dan tanggung jawab atas pembelajaran mereka. | | ✓ | | | |
| 25 | Siswa memiliki bertanggung jawab untuk mengajar bagian dari sesi kelas pembelajaran. | ✓ | | | | |
| 26 | Guru memiliki keahlian yang sering digunakan untuk menyelesaikan perbedaan pendapat antara siswa tentang masalah pembelajaran. | | ✓ | | | |
| 27 | Pembelajaran ini memiliki tujuan dan sasaran yang sangat spesifik yang ingin dicapai oleh guru. | | ✓ | | | |
| 28 | Siswa sering menerima komentar lisan dan/atau tertulis dari guru tentang kinerja mereka. | | ✓ | | | |
| 29 | Guru meminta saran para siswa tentang bagaimana dan apa yang harus diajarkan dalam mata pembelajaran ini. | ✓ | | | | |
| 30 | Guru menetapkan langkah siswa secara mandiri untuk menyelesaikan proyek independen atau kelompok. | | ✓ | | | |
| 31 | Siswa dapat menggambarkan guru sebagai "gudang pengetahuan" yang membagikan fakta, prinsip, dan konsep yang siswa butuhkan. | ✓ | | | | |
| 32 | Harapan apa yang guru ingin siswa lakukan di kelas ini dinyatakan dengan jelas dalam silabus. | | ✓ | | | |
| 33 | Banyak dari siswa yang mulai berpikir seperti guru ketika mengajar tentang konten pembelajaran. | | ✓ | | | |
| 34 | Siswa dapat memilih di antara kegiatan-kegiatan untuk menyelesaikan persyaratan pembelajaran. | ✓ | | | | |
| 35 | Pendekatan guru dalam mengajar mirip dengan pendekatan seorang manajer yang mendelegasikan tugas dan tanggung jawab kepada para siswa. | | ✓ | | | |
| 36 | Guru memiliki banyak materi untuk dibahas dalam pembelajaran tapi sayangnya, tidak ada cukup waktu untuk membahas semuanya secara mendetail. | ✓ | | | | |
| 37 | Standar dan ekspektasi guru membantu siswa mengembangkan disiplin yang siswa butuhkan untuk belajar. | | ✓ | | | |
| 38 | Siswa dapat menggambarkan guru sebagai "pelatih" yang bekerja sama dengan mereka untuk memperbaiki masalah dalam cara siswa berpikir dan berperilaku. | ✓ | | | | |
| 39 | Guru memberikan banyak dukungan dan dorongan pribadi untuk melakukan yang terbaik dalam kelas pembelajaran. | | ✓ | | | |
| 40 | Guru berperan sebagai narasumber yang siap sedia kapan pun siswa membutuhkan bantuan. | ✓ | | | | |


| No | Pernyataan | Jawaban | | | |
|----|---|---------|---|----|-----|
| | | SS | S | TS | STS |
| 1 | Dalam kelas guru berperan penting bagi siswa untuk fokus pada pemahaman fakta, konsep, dan prinsip-prinsip utama pembelajaran. | | ✓ | | |
| 2 | Guru menetapkan standar yang tinggi bagi siswa di kelas. | ✓ | | | |
| 3 | Guru mencontohkan cara-cara yang tepat bagi siswa untuk berpikir tentang isu-isu dalam materi pelajaran. | | ✓ | | |
| 4 | Tujuan dan metode pengajaran guru dalam kelas sesuai dengan gaya belajar para siswa. | | ✓ | | |
| 5 | Siswa biasanya mengerjakan proyek-proyek kursus sendirian dengan pengawasan dari guru. | ✓ | | | |
| 6 | Guru sangat berdedikasi untuk berbagi pengetahuan dan keahlian mereka dengan siswa. | ✓ | | | |
| 7 | Siswa menerima umpan balik negatif jika kinerja mereka tidak memuaskan. | | ✓ | | |
| 8 | Siswa didorong untuk meniru contoh yang diberikan oleh guru. | ✓ | | | |
| 9 | Guru meluangkan waktu untuk berkonsultasi dengan siswa mengenai cara meningkatkan pekerjaan para siswa dalam proyek individu atau kelompok. | ✓ | | | |
| 10 | Kegiatan di kelas ini mendorong siswa untuk mengembangkan ide mereka sendiri tentang materi pembelajaran. | ✓ | | | |
| 11 | Guru ingin siswa meninggalkan pembelajar dengan persiapan yang baik untuk pekerjaan lebih lanjut di bidang ini. | | ✓ | | |
| 12 | Guru memiliki standar dan ekspektasi yang cukup tinggi; siswa mungkin akan berpikir bahwa guru agak ketat dan kaku. | | | ✓ | |
| 13 | Guru biasanya menunjukkan kepada siswa bagaimana dan apa yang harus dilakukan siswa untuk menguasai materi pelajaran. | ✓ | | | |
| 14 | Diskusi kelompok kecil membantu siswa mengembangkan kemampuan siswa untuk berpikir kritis. | ✓ | | | |
| 15 | Siswa merancang satu atau lebih pengalaman belajar mandiri. | | ✓ | | |
| 16 | Apa yang dikatakan guru di dalam kelas tentang suatu topik sangat penting bagi siswa untuk mendapatkan perspektif yang lebih luas tentang masalah tersebut. | ✓ | | | |
| 17 | Guru bertanggung jawab untuk menentukan apa yang harus siswa pelajari dan bagaimana mereka harus mempelajarinya. | | ✓ | | |
| 18 | Guru sering menggunakan contoh dari pengalaman pribadi kepada siswa untuk mengilustrasikan poin-poin tentang materi. | | | ✓ | |
| 19 | Guru memandu pekerjaan siswa dalam proyek-proyek pembelajaran dengan mengajukan pertanyaan, mengeksplorasi pilihan, dan menyarankan cara-cara alternatif untuk melakukan sesuatu. | ✓ | | | |
| 20 | Perkembangan kemampuan siswa untuk berpikir dan bekerja secara mandiri adalah tujuan penting dari guru. | | ✓ | | |
| 21 | Menjelaskan materi secara langsung adalah bagian penting dari cara guru mengajar di setiap sesi kelas. | ✓ | | | |
| 22 | Guru memberikan panduan yang sangat jelas tentang bagaimana siswa harus menyelesaikan tugas-tugas dalam kelas ini. | ✓ | | | |
| 23 | Siswa belajar bagaimana menerapkan berbagai prinsip dan konsep melalui bimbingan dari guru. | ✓ | | | |


| | | | | | | |
|----|---|---|---|---|--|--|
| 24 | Kegiatan-kegiatan pembelajaran mendorong siswa untuk mengambil inisiatif dan tanggung jawab atas pembelajaran mereka. | ✓ | | | | |
| 25 | Siswa memiliki bertanggung jawab untuk mengajar bagian dari sesi kelas pembelajaran. | | ✓ | | | |
| 26 | Guru memiliki keahlian yang sering digunakan untuk menyelesaikan perbedaan pendapat antara siswa tentang masalah pembelajaran. | ✓ | | | | |
| 27 | Pembelajaran ini memiliki tujuan dan sasaran yang sangat spesifik yang ingin dicapai oleh guru. | | ✓ | | | |
| 28 | Siswa sering menerima komentar lisan dan/atau tertulis dari guru tentang kinerja mereka. | | | ✓ | | |
| 29 | Guru meminta saran para siswa tentang bagaimana dan apa yang harus diajarkan dalam mata pembelajaran ini. | ✓ | | | | |
| 30 | Guru menetapkan langkah siswa seara mandiri untuk menyelesaikan proyek independen atau kelompok. | | ✓ | | | |
| 31 | Siswa dapat menggambarkan guru sebagai "gudang pengetahuan" yang membagikan fakta, prinsip, dan konsep yang siswa butuhkan. | ✓ | | | | |
| 32 | Harapan apa yang guru ingin siswa lakukan di kelas ini dinyatakan dengan jelas dalam silabus. | | ✓ | | | |
| 33 | Banyak dari siswa yang mulai berpikir seperti guru ketika mengajar tentang konten pembelajaran. | ✓ | | | | |
| 34 | Siswa dapat memilih di antara kegiatan-kegiatan untuk menyelesaikan persyaratan pembelajaran. | ✓ | | | | |
| 35 | Pendekatan guru dalam mengajar mirip dengan pendekatan seorang manajer yang mendelegasikan tugas dan tanggung jawab kepada para siswa. | | ✓ | | | |
| 36 | Guru memiliki banyak materi untuk dibahas dalam pembelajaran tapi sayangnya, tidak ada cukup waktu untuk membahas semuanya secara mendetail. | ✓ | | | | |
| 37 | Standar dan ekspektasi guru membantu siswa mengembangkan disiplin yang siswa butuhkan untuk belajar. | | ✓ | | | |
| 38 | Siswa dapat menggambarkan guru sebagai "pelatih" yang bekerja sama dengan mereka untuk memperbaiki masalah dalam cara siswa berpikir dan berperilaku. | ✓ | | | | |
| 39 | Guru memberikan banyak dukungan dan dorongan pribadi untuk melakukan yang terbaik dalam kelas pembelajaran. | | ✓ | | | |
| 40 | Guru berperan sebagai narasumber yang siap sedia kapan pun siswa membutuhkan bantuan. | ✓ | | | | |

Appendix 5. Documentation Questionnaire Distribution



Appendix 6. Research permission letter

 **YAYASAN PENDIDIKAN ISLAM PATRIOT NUSANTARA**
SMP IT NUSANTARA KEMBARAN
IZIN OPERASIONAL NOMOR : 503/002/2022 NPSN : 70010673
Alamat : Karang Tengah RT 005/ 002 Komplek Ponpes Sahibul Hidayah,
Kec. Kembaran, Kab. Banyuwangi, Jawa Tengah 53182
HP : 0815-6820-0034



SURAT KETERANGAN
Nomor: 002/S ket/SMP IT NK/IX/2024

Yang bertanda tangan di bawah ini :

| | |
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| Nama | Sofian Deddy Sarjana, S.Kep., Ns., M.Pd |
| NIK | 20.21.08.01 |
| Jabatan | Kepala Sekolah |
| Unit Kerja | SMP Islam Terpadu Nusantara Kembaran |


Menerangkan bahwa:

| | |
|------------------|---|
| Nama | Wahyu Guntara |
| NIM | 1917404069 |
| Jurusan/Prodi | Tadris Bahasa Inggris (TBI) |
| Perguruan Tinggi | UIN Prof. K.H Saifudin Zuhri Purwokerto |

Menerangkan bahwa nama tersebut diatas telah melaksanakan Penelitian Individu di SMP Islam Terpadu Nusantara Kembaran pada hari Rabu, 04 September 2024

Demikian Surat Keterangan ini dibuat, kepada yang bersangkutan agar dipergunakan sebagai mana mestinya

Kembaran, 04-September 2024
Kepala Sekolah,


Sofian Deddy Sarjana, S.Kep., Ns., M.Pd
NIK: 20.21.08.01