THESIS

**TEACHING STYLE OF ENGLISH TUTOR IN TEACHING
ENGLISH MATERIAL AT THE DORMITORY
OF IAIN PAREPARE**

By

NURSYFAH
Reg Num. 17.1300.018

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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PAREPARE**

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Submitted to the English education Program of Tarbiyah Faculty of state Islamic
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TEACHING STYLE OF ENGLISH TUTOR IN TEACHING ENGLISH MATERIAL AT THE DORMITORY OF IAIN PAREPARE

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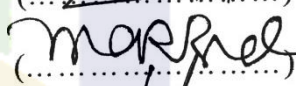Dr. Zulfah, M.Pd
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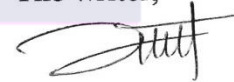
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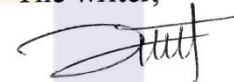
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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Nursyfah. *"Teaching style of English tutor in teaching English material at the dormitory of iain parepare"* (Supervised by Hj. Nurhamdah and Hj. Nanning).

In the teaching and learning process there are various aspects that can affect the success of learning. one of which is the teaching style applied by the teacher including: (1) Expert teaching style, (2) Formal authority teaching style, (3) Personal teaching style, (4) Facilitator teaching style, and (5) Delegator teaching style. Each student certainly has a different learning style, so it is very important for the teacher to know the teaching style that is suitable for use in the classroom to achieve the desired learning goals. This is expected to add insight to tutors in improving how to teach in the dormitory for a better future.

In this study the researchers used quantitative methods. The population in this study is 8 English tutors in Dormitory of IAIN Parepare. The instrument of this research is 40 number where the questionnaire of this research will use a liker scale with five options namely strongly agree, agree, neither agree, disagree, and strongly disagree. The content of the questionnaire consisted of both positive statement and negative statement. The questionnaire in this research to know the tutor teaching style in teaching English material at Dormitory of IAIN Parepare.
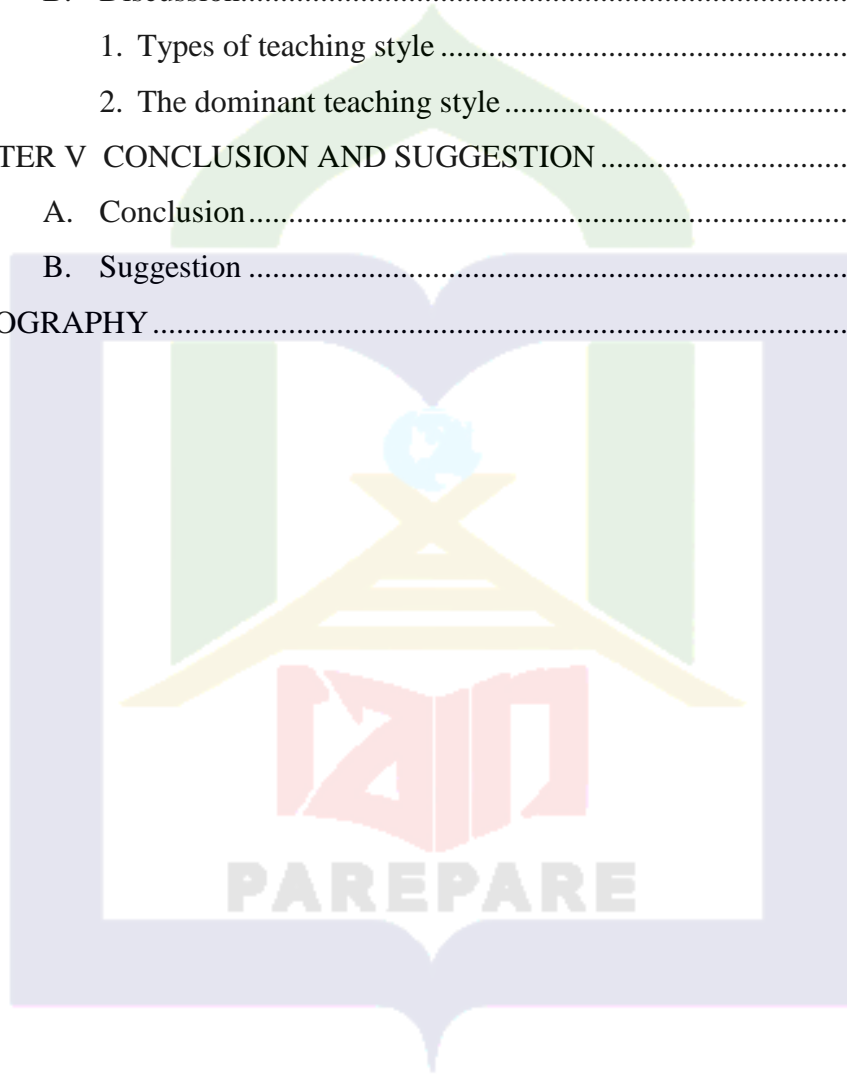
After analyzing the data, the researcher found that the expert teaching style got 75,31%, then formal authority teaching style got 72.5%, the personal model teaching style got 82.81%, next facilitator teaching style got 79.68%, and the last delegator teaching style got 72.81%. And the lowest score is formal authority teaching style got 72.5% and the highest score is personal teaching style with the score 82,81%. The English tutor in dormitory IAIN Parepare prefer used personal model teaching style.

Keywords: *Teaching style, Teaching English material.*

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CHAPTER I

INTRODUCTION

A. Background

English as foreign language is usually taught as one of the subject the school. The students have to master basic skills of English; they are listening, speaking, reading and writing. The English teaching and learning process is a pedagogical act that involves both the teacher and the students. Both of them are unique individuals who possess their own way of teaching and learning.

Teacher plays an important role in the classroom, particularly in the instructional context of language learning such at dormitory. Therefore, the teachers being the center figure in education. The teachers must be competent, professional and knowledgeable in order to deliver the knowledge they could give to their students for a successful learning process. On the other hand teacher also has another name, namely tutor, the tutors needs to know various s teaching methods and approaches to meet their students' need in their learning.

Considering the different learning abilities of students, teachers have an important role in creating a conducive learning process not only about broad knowledge but it is very important to know the right teaching style to use in improving the learning process.

The way teacher teach should appropriate students learning style. One of expert stated that teaching style is multidimensional phenomenon which explains how

a teacher deliver information, communicate with students, manage classroom tasks, supervise coursework and socialize with the students. [1]

The explanation above showed that good teachers are required in educational systems and enhancing the quality of learning process. This concept is supported by the research that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students.

Grasha defines teaching styles as permanent personal qualities and behaviors that appear in how teachers conduct their classes. He also says that it is both something that defines the teacher, that guides and directs their instructional processes and that gives impact on students and their ability learn.[2] Also explain that the way teachers teach in the classroom has been found to be associated with teacher's personality, their content knowledge, their behavior in the class, how they manage their classes, and even the context of teaching.

The students who are study in dormitory IAIN Parepare face some obstacles in their learning process for instant like motivation, interest in learning, lack of orientation, self-confidence; teacher teaching styles are included of problems faced in learning English in dormitory. It will be running well if all the components can be fulfilled. One of the components is teacher or tutors. The tutor plays the important role in creating successful learning. Tutor must find ways to stimulate and inspire them in learning English.

[1]Rahimi, M. and Asadollahi, F. *Teaching styles of Iranian EFL Teachers. DO Gender, Age and experience make a difference?. International journal of Eng linguistic*, Vol.2, No.2. 157-164 (2012).

[2] Grasha, A. F. A *Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator.* 142-149. (2010).

Effective learning in the dormitory depends on the tutors ability to maintain the interest that brought students to the materials. Relaxed or open can create the students ease in the dormitory. Good teachers or tutors have a combination of strong teaching skills and positive personality traits.

This research based on the issue above, which refers to the teaching style, refers to the concept of the style in teaching which explains as in art, music, athletics, managing people, and other something that is put on for the class occasion. Effective teacher has their own style in teaching and it is help the students in gaining their successful in learning process.[3]

The researcher did several pre-observing toward the students who are studying at dormitory of IAIN Parepare, in fact several English tutors still do not know how the teaching style is able to attract students' attention, especially in mastering English material well, so that most of the students in the dormitory are less interested in learning English due to the monotonous teaching style of the tutor. Therefore, the researchers identify the tutor teaching style in their teaching English process. By these issue of the research, the researcher finally formulate the tittle "Teaching style of english tutor in teaching english material at the dormitory of IAIN Parepare"

B. Research Questions

Based on the background of the study above, it formulates research question as a follows:

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[3] Cotterall, S. *Key variables in Language Learning. What do learners believe about them? System*, 27(4), 493-513

1. What is the type of teaching style applied by the tutor in teaching English materials at Dormitory of IAIN Parepare?

2. What is the dominant teaching style used by the tutor in teaching English materials at Dormitory of IAIN Parepare?

C. **The Objective of the Research**

The researcher formulates the objectives based on research question above:

1. To know the type of teaching style applied by the tutor in teaching English materials at Dormitory of IAIN Parepare.

2. To know the dominant teaching style used by the tutor in teaching English materials at Dormitory of IAIN Parepare.

D. **Significance of Research**

The significance of the research for:

1. Students

The result of this research is expected to give more information about teaching style of English tutor which really important to be known as student.

2. Teachers

The result of this research is also giving much reference for the tutor in teaching English at Dormitory.

3. For other researcher

The result of this research can be references for next researcher in conducting some issue refers to the teaching style.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Research

Many researcher have conducted their research on Student' teaching style, their findings are consecutively present below:

The first research previous is from Mawadda. on her research " Characteristics And Teaching Style Of An Effective English Teacher " . The result of this research showed that (1) there were nine characters of the effective English teacher namely; Great loyalty and commitment, high responsive, to the students utilities, the capabilities in teaching which is compatible to the disposed, originative and entertaining, good at encouragement and stimulating, and self-reflection (2) Type of teachers teaching styles used by the effective English teacher in classroom were facilitator style, personal model style, delegator style, impressive style and self-check style. The researcher can concluded that there were nine sub-categories the effective English teacher and there were five types of teachers teaching style used by the effective English teacher in Junior high school 2 Sungguminasa.

The second research previous is from Hardiatinur on their research " Teaching Styles of English Teachers in EFL Classroom interaction ".The results of the finding indicate that: (1) There were three types of teaching style used by the teachers, they are *Expert Style, Formal Authority Style, and Facilitator style.* Then, there are two new teaching styles used by the first teacher. They are *Quizzes style* and *Entertain Style.* (2) Teachers perceive that teaching style affect students' motivation, interest and achievement. Then, the students perceive that teaching styles used by the teacher

affects their motivation and interest in EFL classroom interaction. This indicates that teaching styles used by the teacher impact students' motivation, interest and achievement in learning English.

The third research previous is from Evie Novita on her research "Students' Preferences on Lecturers' Teaching Styles in Speaking Class". It aims; (1) to find out the teaching style that applied in speaking class (2) to find out the teaching style that preferred by the students' in speaking class. This research found that; (1) The teaching style that applied in speaking class were; expert teaching style, formal authority teaching style, personal model teaching style, facilitator teaching style, delegator teaching style, authoritarian teaching style and laisse-fairezz teaching style (2) The students' preferences on lecturers' teaching style in speaking class is a formal authority teaching style which they preferred the lecturer who gave them a feedback after their speaking performance.

The fourth research previous is from Abdul mutholib M.Pd. on her research "Gaya Menagajar Ideal Dalam Pembelajaran Bahasa Arab". It aims; (1) the ideal Arabic teacher should be a "high expert" teaching style. (2) He must teach "moderate informal authority". (3) He must also be a "high personal model". (4) He must also be a "moderate facilitator" and (5) Arabic teachers must be "moderate delegates".

The fifth research previous is from Roma Afri Yanto on her research "Profil gaya mengajar guru produktif jurusan teknik permesinan menurut persepsi siswa kelas xi di smk muhammadiyah prambanan". Based on the research that has been done by the researcher, it was found that the profile of the teaching style used is the formal authority teaching style. Teaching style which is located at the center of the teacher, where the teacher feels responsible for teaching and learning time takes place

to present and organize learning using media and students are expected to pay attention to it. Style teaching formally Student authority tends to be passive because students only listen to what is presented in front of the class.

From the explanation above, The similarity between the fifth previous study and the present study is the use of teaching styles as the focus of the research. From the fifth previous above, found that the teaching style that applied in speaking class were: facilitator teaching style, delegator teaching style, personal model teaching style, expert teaching style and formal authority teaching style.

B. Some Pertinent Ideas

1. Concept of Teaching English

Teaching is a system of actions intended to induce learning. Teaching is a form interpersonal influence aimed at changing the behavior potential another person, Teaching also is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching. [4]

Teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities". And several experts have contributed significantly to defining this concept, and their views could be summarized as follows: Teaching is a scientific process, and its major components are content, communication and feedback. [5]

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[4] Grasha, Anthony "A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator, College Teaching". 42: 142-149. (2010).

[5] J., Savignon, Sandra. Communicative competence: theory and classroom practice: texts and contexts in second language learning.

The teaching strategy has a positive effect on student learning. It is always possible to modify, improve and develop. The new teaching-learning activities, and hence the flexibility is inbuilt into the system; and "The terminal behavior of the learner in terms of learning structures can be established by appropriate teaching environments.

One of expert have pointed out that the entire structure of teaching has four steps:

Step-I: Planning of teaching which includes content analysis, identification and writing of objectives.

Step-2: Organization of teaching which indicates the teaching strategies for achieving the objectives of teaching.

Step-3: Identification of suitable teaching learning strategies for effective communication of content.

Step-4: Managing teaching-learning, whereby the focus is on the assessment of the learning objectives in terms of student performance, and this forms the feedback to teacher and students.

Training consists of activities that shape skills and other behaviors while instruction and indoctrination go with activities which induce knowledge and beliefs. Teaching can be conceptualized as a form of problem-solving and decision - making which has many properties in common with the work of physicians. This conceptualization has led to a body of research which has investigated the decision - making of teaching focusing in particular on the

information about pupils that teachers use to make decisions and the way they tailor instruction to individual pupil needs. [6]

The characteristics of teaching are as follows:

1) Teaching is an effective interaction between teacher and students.

2) Teaching is both arts as well as science. Teaching is an art as it calls for the exercise of talent and creativity. Teaching as science involves a repertoire of techniques, procedures and skills that can be systematically studied, described and improved. A good teacher is one who adds creativity and inspiration to the basic repertoire.

3) Teaching has various forms, like formal and informal raining, conditioning or indoctrination, etc.

4) Teaching is dominated by the skill of communication.

5) Teaching is a tripolar process; the three poles are, educational objectives, learning experiences and change in behavior.

6) Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.

7) Teaching is suggesting and not dictating.

8) Good teaching is democratic, and teacher respects the students, encourages them to ask questions, answer questions and discuss things.

9) Teaching provides guidance, direction and encouragement to the students.

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[6] Grasha, A. F. A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator. 142-149. (2010).

10) Teaching is a cooperative activity and teacher should involve students in different classroom activities, such as organization, management, discussion, recitation and evaluation of results.

11) Teaching is kind and sympathetic, and a good teacher develops emotional stability among children.

12) Teaching is remedial, and the teacher must solve the learning problems of students.

13) Teaching helps children to make adjustments in life.

14) Teaching is a professional activity that helps to bring about harmonious development of children.

15) Teaching stimulates students' power of thinking and directs them towards Self learning.

16) Teaching can be observed, analyzed and evaluated.

17) Teaching is a specialized task and may be taken as a set of component skills for the realization of a specified set of instructional objectives.

2. **Concept of Teaching Style**

a. Definition of teaching style

The teachers teaching styles can be seen when they conduct the teaching and learning process. Teaching styles represent the pattern of needs, beliefs and behavior shown by teachers in the classroom. In terms of teaching style category, there have two types of teaching styles and they are expressive teaching styles and instrumental teaching style.

Expressive style refers to the emotional relationship created by the teacher to the student or the class as a whole, including warmth, authority, sympathy, trust and some emotional aspects shown by the teacher. Hinge on some definitions above, it can be concluded that teaching style is the way of teacher in transferring their knowledge in teaching process.[7]

There are many researchers who have defined the definition of teaching style itself from different views. Therefore, it is important to define what teaching style is exactly. Teaching style refers to teachers' personal behavior and the media used to transmit data or to receive it from the students.[8]

Style refers to an individual's particular way of applying his/her abilities and in this way differs from ability. They also stated that teaching style refer to a teacher's particular way of solving problem, carrying out tasks, and making decision in the process of teaching. Based on the definitions by expert above, the researcher concludes that teaching styles is the way teachers teach, deliver information, interact with the students, manage the classroom, asses the task and mentor the students.

It also refers to the way teacher designed his/her behavior based on the students' need. In addition, teaching style deals with method, techniques, activities, approaches that the teachers use to transfer their knowledge in teaching process. Therefore, every teachers has their own teaching styles, it

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[7] Grasha, A. F. *Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. College Teaching*, 48, 1-12. 1996.

[8] Rahimi, M. and Asadollahi, F. *Teaching styles of Iranian EFL Teachers. DO Gender, Age and experience make a difference?* . International journal of Eng linguistic, Vol.2, No.2. 157-164.

differs from another because teaching styles are based on teachers' personality style. [9]

Every tutor has different style of teaching, instruction, and also the teaching ways that lecturer uses that can increase students' motivation to study. Therefore, the lecturer should choose strategy, method, or media that must be compatible for students, so students will feel enjoy and have fun when they are studying in the classroom.

Most of lecturer will choose teaching style based on their experiences in teaching and learning process in the past. Hence, based on their learning experiences, the lecturers tend to teach students the best learning style and how they implement their own learning strategies. Every student has different style in learning that makes the same teaching style may not work well for all the students. Therefore, lecturers should adapt the students' preferred teaching styles to reach each student learning behavior. [10]

Moreover, teaching style in terms of its elements, he agreed that teachers should adapt their ways of teaching in order to fulfill the students' needs. [11] He also describes teaching styles as several elements exhibited by teachers in every moment of teaching-learning behaviors, roles, instructional practices, characteristics, and beliefs. To sum up, teaching style is a technique or a way that teachers or lecturers use to teach students referring to teachers'

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[9] Fan, W., &Ye, S. *Teaching Style among Shanghai teachers in Primary and Secondary School* (2017).

[10] Bonela, D., & Mihova, E. Dyslang. *Learning Style and Learning Preferences*, 6-29. (2012).

[11] Grasha, A. F. Teaching With Style: The Integration of Teaching and Learning Styles in the Classroom . *Journal on Teaching Excellent*, 7(5), 1-6. (1996).

behavior, roles, instructional practices, characteristics and beliefs. Usually the lecture will choose the best teaching style based on what the students learn or based on the topic.

b. Teachers' Personality Types

The personality types play an important role in influencing the teachers teaching styles and strategies in the class Students have found that their teachers' personalities was the most significant factor which influenced their learning. In this section, the teachers or lecturers' personalities that affect the teaching behavior in the classroom and the use of the teaching style appropriately are described. This section is divided into four categories as follows: teachers' positive characteristic, teachers' personality types, knowledge base for teaching motivation, for teaching and understanding the correlation of teachers' teaching styles, and students' learning styles. [12]

Some opinions suggest that there are six types of teaching styles is:

1) The all around flexible and adaptable teacher: This teacher can effectively use lots of different teaching activities, is comfortable teaching both peers and juniors, and is very aware of the way the whole environment affects both teachers and learners.

2) The sensitive, student centred teacher: This teacher is very student centred, prefers teaching in small groups, with emotions to the fore using role play and drama, and is not comfortable doing straight presentations.

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[12] Grasha, A. F. A *Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator*. (Journal of OJS: 142-149. (2010).

3) The official formal curriculum teacher: This teacher is very well prepared as a teacher, likely to be accredited, is very aware of and teaches to the formal curriculum, and follows external targets for teaching.

4) The straight facts, no nonsense teacher: This teacher likes to teach well defined facts, with straight talking, concentrating on specific skills, and much prefers not to be involved with multi-disciplinary teaching and learning.

5) The big conference teacher: This teacher likes nothing better than to stand up in front of a big audience. This teacher does not like sitting in groups or one to one teaching.

6) The one-off teacher: This teacher likes to teach small self contained bits of teaching, often ad hoc and on a one to one basis, with no props to help and no follow up.[13]

c. Teaching Style Models

Teachers need to change their teaching styles based on the students' need and teach them a wide range of strategies. Not all students are able to use the same teaching style. Furthermore, lecturers should apply different types of teaching and support students including those who have learning difficulties to create and use their own approaches effectively and efficiently. Thus, the lecturer should be creative and innovative when choosing teaching style that can be accepted by students to deliver the subject matter.

There are many teaching styles that were stated and discussed in some previous study. Teaching styles into five kinds of teaching style based on what

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[13] Kay mohanna, Ruth chambers, David wall *developing teaching style: increasing effectiveness in healthcare teaching.* 146 (2007)

he regarded as the metaphors of roles models. The five teaching styles are expert, formal authority, personal model, facilitator, and delegator style.[14]

1) Expert Teaching Style

Expert teaching style strives to maintain status as an expert among students by displaying detailed knowledge and challenging students to enhance their competence. The teacher insists on the transmission of information and requires learners who are ready to learn and use it. The advantage of this teaching style is merging knowledge, information and skills which might benefit experience by students.

Expert style is highlighted by teachers who have the knowledge and expertise in the subject matter. Where the teachers who practice this style require their students to always be prepared and emphasize the dissemination of information to the maximum where the classroom is a place where information is presented and students receive knowledge. However, showing detailed knowledge in the classroom can intimidating less experienced students if this information is overused.

2) Formal Authority Teaching Style

Formal authority teaching style focuses on a clear and methodical way of conducting class paired with firm expectations. The teacher of this style always gives positive or negative feedback to the students. This style also keeps the status among the students just because of knowledge and role as a teacher. The authority style is primarily used in a lecture or

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[14]Anthony F. Grasha, 'A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator,' *Published by: Heldref Publications* (1994).

auditorium setting, whereby the teacher will give a lengthy, one-way discussion on a pre-assigned topic whilst students take notes and memorize key pieces of information.

Though popular in higher-education the positive side is the teacher focuses on clear expectations and acceptable goals. Nevertheless, the downside is that a heavy emphasis in this model will result in static, simplified and less flexible so that this minimizes student participation in learning process.

3) Personal model teaching style

Personal model teaching style believes in teaching by personal example and establishes a prototype for how to think and behave. The teachers guides, oversees, and directs students by showing how to do things. The approach of this type where the instructor demonstrates the skills that students are expected to learn it can encourage students to observe.

Personal model teaching style is a teaching style with learning methods by encouraging students to improve learning achievement through explanation using learning models, so that students more easily absorb what presented by the teacher in front of the class. Teachers also adjust learning styles students are expected to be able to take responsibility for learn what they need to know and ask for help when they don't know something.

Teachers who apply personalized teaching styles are one of the keys to the success of student achievement. Teachers do not only provide subject

matter to make students smarter. Teachers with this personalized teaching style will always improve students' learning abilities by assessing them like themselves. Teachers cannot be free from students to be the same as their teachers, because these students have their own interests, talents, and tendencies.[15]

Advantage is an emphasis on direct observation and following a role model. However disadvantage is some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.

4) Facilitator Teaching Style

Facilitator's teaching style places responsibility on students to achieve results for various tasks. Facilitator teaching style emphasize on the teacher-student interaction. They encourage students to be innovative and develop independence and responsibility. The advantage is the teachers focus on students' needs and goals, this allows the student to explore options and alternative courses of action.

as a facilitator teacher main task is to facilitate and at the same time stimulate the learning process by creating an appropriate intellectual and emotional environment in the classroom in a atmosphere of psychological support. This style of teaching encourages self learning which means that students should find answers and information through exploration.

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[15] Roma afri yanto, et al. "*profil gaya mengajar guru produktif jurusan teknik permesinan menurut persepsi siswa kelas XI di SMK*" Universitas Negeri Yogyakarta, (2014).

Learning is structured as follows the teacher helps to formulate goals and objectives for a group of students or individual, and then creates a free and relaxed atmosphere that will encourage students to solve problems in this case as a teacher it is important to be yourself openly express your thoughts and feelings to show children full confidence in them and in their capabilities and abilities to show empathy that is an understanding of the feelings and experiences of each student. This technique should be used in small groups because a teacher facilitator needs to interact with students individually and this style is spends much time.

5) Delegator Teaching Style

Delegator teaching style enhances students' capacity to function independently. In this style teachers encourage learners to work autonomously or as part of independent teams. In this way, learners perceive themselves as independent learners which are the main advantage of delegator model. However, some students may feel unconfident and become anxious when given autonomy.[16]

This method is often used for group work and activities the teacher has the role of observer and has to involve students into such activities as different team projects creative writing or debate. The adventage of this teaching strategy is that students feel their independence and freedom of choice. On the other hand some people may criticize this style because it

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[16] Grasha, A. F. *A Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator*. (Journal of OJS: 142-149. (2010).

influences teacher authority teacher is a conductor and some students may feel unconfident and become anxious when given autonomy.

C. Conceptual Framework

The main focus of this research is teaching style of English Tutor in English materials at Dormitory of IAIN Parepare. The researchers design the conceptual framework of this research by showing diagram below:

```
              ┌─────────────────────┐
              │    English Tutor    │
              └─────────────────────┘
                         │
                         ▼
              ┌─────────────────────┐
              │    Teaching Style   │
              └─────────────────────┘
                         │
   ┌──────────┬──────────┼──────────┬──────────┐
   ▼          ▼          ▼          ▼          ▼
┌──────┐ ┌─────────┐ ┌─────────┐ ┌──────────┐ ┌──────────┐
│Expert│ │ Formal  │ │Personal │ │Facilitator│ │Delegator │
│      │ │authority│ │         │ │          │ │          │
└──────┘ └─────────┘ └─────────┘ └──────────┘ └──────────┘
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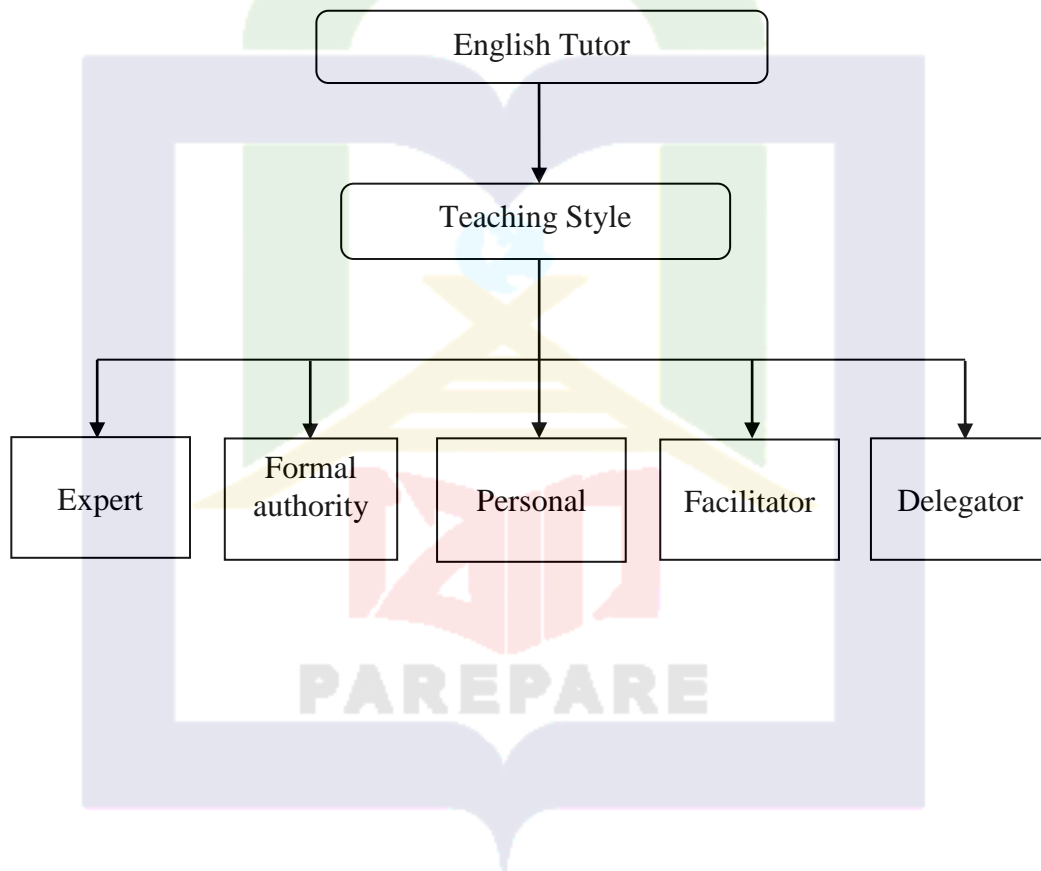
CHAPTER III

METODOLOGY OF THE RESEARCH

A. Research Design

This research used Quantitative design in order to answer the proposed question. Quantitative research describes the current status of an identified variable. These research projects are designed to provide systematic information about a phenomenon. This method identifying the teaching style used by the tutor at Dormitory of IAIN Parepare in their teaching activities.

B. Location and Duration of the research

The location of this research is Dormitory of IAIN Parepare which located in Jln Amal Bakti Soreang. The duration of the research took 45 days in collecting and analyzing the data.

C. Population and sample

The population of the research is the entire of Tutor which teaching at Dormitory. It shows by the table below:

Table 3.1 Research Population

No	Tutor	Gender	
		Male	**Female**
1	ENGLISH	4	4
2	ARAB	5	11
Total		24	

The research was conduct the research by follow purposive sampling, the tutor which fulfill to be sample will be English tutor, the number of sample will be 8 English Tutor.

D. Instrument of the Research

The instrument used is questionnaire which is a list of questions provided to others who are willing to the respond (respondent) as requested by the researcher.[3] The researcher used a questionnaire to collect data because it is simpler and many research used a questionnaire. The questionnaire is a good way of collecting certain types of information quickly and relatively cheaply as long as the subject is sufficiently literate and as long as the researcher is sufficiently disciplined to abandon questions that are superfluous to the main mask.[4]

This questioner was be selected by the researcher, the instrument was be taken from adoption sources of fulfill instrument from the expert which refers to the teaching style. The following will provide details regarding the instrument grid for each variable:

3.2. Indicator of teaching style

No	Teaching style	Indicator	Question number
1.	Expert	Always encouraging their students to excel and teach in detail and depth.	1,2,6,11,23,27,31,36.
		Students might describe their	

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[3]Riduwan, *Skala Pengukuran Variable Penelitian* (Bandung: Alfabeta,2009), p.25

[4]Judith Bell, *Doing Your Research Project: a Guide for First Time Researcher in Education and Social Science* (USA: Open University Press, 1989), p.58.

		teacher as a "store of knowledge" who dispenses the fact. Principles, and concepts they need.	
		Sharing the knowledge and expertise wish students is very important	
2.	Formal Authority	Teaching should be done in a standard form, accurate, and accepted by student.	7,12,16,17,21,22,25,32.
		Concered with providing positive & negative feedback.	
		Teacher prefers to use a structured teaching	
3.	Personal Model	The teaching should be done using personal example and teach by example.	3,13,18,28,33,34,35,38.
		Teacher assusmes himself/herself as a model for students and students have to emulate his/her approaches.	
		Teacher tend to direct and quide the students to observe and imitate the method shown after that.	
4.	Fasilitator	Teacher prefers to teach using	4,9,19,26,29,30,39,40.

		projects by providing guidance and support.	
		Teacher is a good listener trying to enhances teacher- student interaction.	
		Teacher provide guidance and give directon by asking question or giving options to explore and suggesting alternative ways to do things.	
5.	Delegator	Students are encourage to carry out taks independently when implementing a project.	5,8,10,14,15,20,24,37.
		The teacher is available at the request of students a resource person.	
		Concerned to shap a students ability to learn autonomonsly.	

E. Procedure of Data Analysis

The data that were collected through the questioner, analyzed quantitatively which descriptive statistic. These was be taken in quantitative analysis as follow:

Questionnaire of this research was use liker scale with five options namely strongly agree, agree, neither agree, disagree, and strongly disagree. The content of

the questionnaire consisted of both positive statement and negative statement as seen in the following table:

Table 3.3 Questionnaire with likert scale:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	**Score**	**Category**	**score**
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neither Agree nor Disagree (N)	3	Neither Agree nor Disagree (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The following table is the interpretation score of each of the questionnaire options in which different scores given to both positive statement and negative statement. The researcher knew the percentage of the data from the questionnaire, the using formula is:

$$P = \frac{F}{N} X\ 100\%$$

Where,

P = Percentage

F = Number of frequency of the respondent answer

N = Number of respondent

Table 3.4 The Classification of the tutors response based on the criteria:

NO	Qualification	Interval
1	Very Agree	81% - 100%
2	Agree	61% - 80%
3	Neither Agree	41% - 60%
4	Disagree	21% - 40%
5	Strongly Disagree	0% - 20%

The interval in this research was take from the tutor response from the questionnaire. The questionnaire in this research consist of 40 items. The questionnaire in this research to know the tutor teaching style in teaching English.
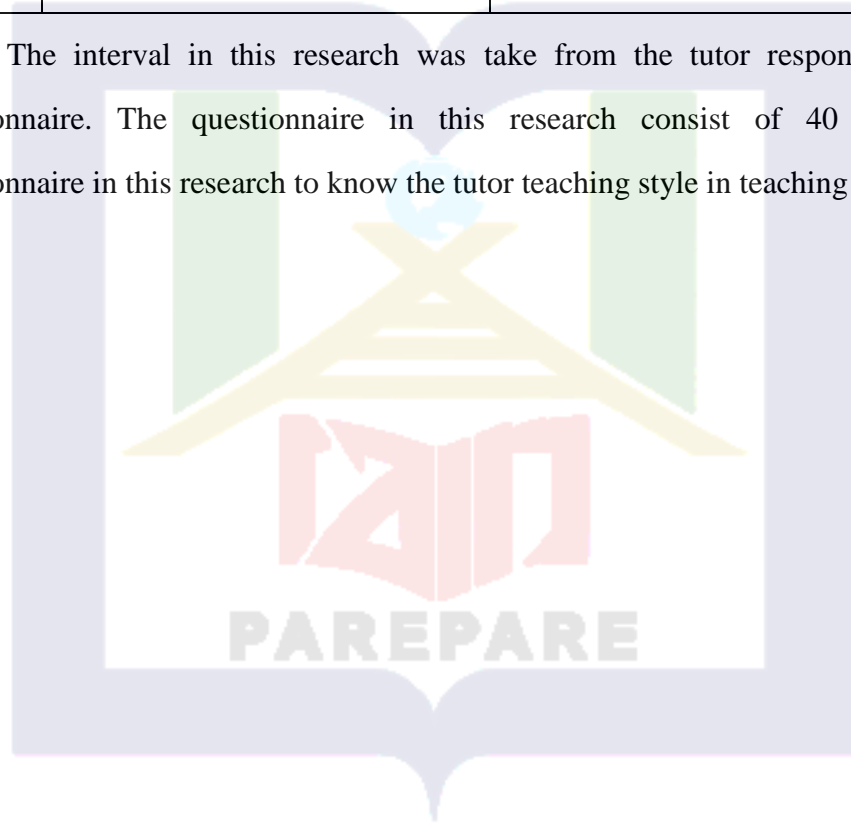
CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter this study describes the tutor's style, it presents the result of the study based on the data obtained from the questionnaire with English tutor's in dormitory of IAIN Parepare. Thus, the researcher used close questionnaire with descriptive analysis to find detail information about the tutor's teaching style. The following elaboration was the result of the data taken from the questionnaire.

A. Findings

The object of this research is the teaching English material and the variable is the teaching style of the English tutor at the Dormitory of IAIN Parepare. This research was conducted using a questionnaire, data were obtained through observations and answers from tutors to the questionnaires that had been distributed. There are 13 English tutors in the IAIN Parepare dormitory, but 5 of them have been graduated so that only 8 tutors are currently actively teaching and can answer the questionnaire. The questions consist of 40 numbers.

The assessment uses a variable that is measured using Likert scale questionnaire with 5 alternative answers where 5 is for the highest score and 1 for the lowest score. After the data collected, then the data is analyzed with descriptive statistics. So that it is easy in the process of data analysis and to avoid the possibility of errors in calculating the data. Then the process of data analysis in this research using *SPSS software (statistical product and service and service solution) version 26.*

The description of research data is presented using descriptive statistical techniques whose purpose is more to describe the data. Based on the results of the

analysis, it can be described including descriptive teacher teaching style, expert teaching style, Authority teaching style, personal teaching style, facilitator teaching style, and delegator teaching style. The descriptive results of this study will provide a deeper understanding of the teaching style of IAIN Parepare dormitory tutors. The data can be seen in the picture below:

4.1 the following picture shows the tutors data tabulation

DATA TABULASI (TEACHING TYLE)

PERTANYAAN/PERNYATAAN (NO item)

NO	NAMA RESPONDEN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	ANM	4	4	3	4	4	4	2	4	4	4	4	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	3	3	4	4	3	4	3	4	4	4	4	4
2	MA	4	2	5	4	1	4	2	3	4	4	4	1	4	4	3	2	4	5	4	4	2	4	4	3	2	4	4	4	3	1	5	4	4	2	2	2	2	4	5
3	HS	4	4	3	4	4	4	2	4	4	4	4	2	4	4	4	4	4	4	4	5	4	3	4	5	4	4	4	3	3	4	4	3	4	4	4	4	4
4	AF	5	4	4	4	3	4	2	3	4	4	1	4	4	2	5	4	4	4	4	5	4	4	5	5	3	3	3	5	5	5	4	4	5	5	5	5	5	5	5
5	AS	5	4	4	4	2	5	2	4	5	5	2	5	5	5	5	5	3	4	5	5	4	4	5	3	3	4	5	5	5	5	3	4	5	5	5
6	MAI	5	4	5	5	4	4	2	4	4	5	2	4	4	2	4	5	4	4	4	4	3	4	4	4	4	4	4	5	4	3	2	3	5	5
7	KD	5	2	3	2	1	4	1	2	2	4	1	5	4	4	5	1	2	4	5	3	3	4	5	2	5	3	2	4	5	5	4	1	3	4	3
8	NKR	4	4	4	4	3	4	4	4	3	4	3	4	5	4	5	5	4	5	5	5	5	4	4	5	4	5	3	3	4	5	5	4	4	4	5

JUMLAH

NO	NAMA RESPONDEN																																								
1	ANM	4	4	4	4	4	4	3	3	30	2	2	3	4	4	4	4	27	3	4	4	4	4	3	4	4	30	4	4	4	4	5	3	4	4	32	4	4	3	4	4	4	4	31
2	MA	4	2	4	4	4	4	1	2	25	2	1	2	4	4	2	2	5	22	5	4	5	4	4	2	2	30	4	4	4	4	3	4	5	32	1	3	4	4	3	4	3	25
3	HS	4	4	4	4	3	4	3	4	30	2	2	4	4	5	4	4	5	30	3	4	4	4	3	4	4	30	4	4	4	4	3	4	4	31	4	4	4	4	4	4	4	32
4	AF	5	4	4	4	5	3	4	4	33	2	1	5	4	4	5	5	5	31	4	4	5	5	5	5	5	37	4	4	4	5	3	3	5	33	3	4	4	2	4	4	5	29
5	AS	5	4	5	5	4	4	4	3	34	2	2	5	5	5	5	5	34	4	5	3	5	5	5	5	4	36	5	5	4	5	3	3	5	35	2	4	5	5	5	5	3	33
6	MAI	5	4	4	5	4	4	4	2	32	2	2	2	4	4	5	3	4	26	5	4	5	5	5	4	3	3	34	5	4	4	4	4	5	5	35	2	4	2	4	4	4	4	29
7	KD	5	2	4	4	3	2	4	1	25	1	1	5	1	5	3	5	5	26	3	5	2	5	5	5	4	3	32	2	2	4	5	3	2	4	25	1	2	1	4	4	3	4	20
8	NKR	4	4	4	4	4	4	4	4	32	4	3	5	5	5	5	4	5	36	4	4	4	5	5	5	4	4	35	4	3	5	4	3	3	4	5	31	3	4	4	5	4	5	4	34
UMLAH										241								232									264									254								233

■ (yellow) : Expert teaching style
■ (blue) : Formal authority teaching style
■ (grey-blue) : Personal model teaching style
■ (green) : Facilitator teaching style
■ (red) : Delegator teaching style

1. Types of teaching styles by English tutor's.

a. Expert teaching style

In this indicator, the researcher was looking for how many tutors chose expert teaching style as the main style that used when they were Teaching English in the class. The following table showed the respond of the tutors for each expert teaching style item in the questionnaire.

4.2 result of tutor responses in expert teaching style

Number of statement	SA	A	N	D	SD
1	4	4	0	0	0
2	0	6	0	2	0
6	1	7	0	0	0
11	2	6	0	0	0
23	0	6	2	0	0
27	1	6	0	1	0
31	0	4	3	0	1
36	0	3	2	2	1
TOTAL	8	42	7	5	2

Based on the table above, it obtained the percentage of frequency and questionnaire data score about tutor's responses in expert teaching style as follows:

4.3 Percentage of frequency expert teaching style

Number of item	Alternative answer	frequency	score	% frequency
1, 2, 6, 11, 23, 27, 31, 36	SA	8	40	12,5 %
	A	42	168	65,62 %
	N	7	21	10,93 %
	D	5	10	7,81 %
	SD	2	2	3,12 %
TOTAL		64	241	100 %
Max score	5 x 8 x 8 = 320			
Min score	8 x 8 = 64			
Factual score	241			
Percentage score	$\frac{241}{320}$ x 100% = 75,31%			

Based on the table above the percentage of expert teaching style was 75,31 %, it means the teaching style included to high category. A half of tutor feel comfortable when doing learning activity that refer to Expert teaching style.

b. Formal Authority Teaching Style

In this indicator, the researcher was looking for how many tutors chose formal authority teaching style as the main style that used when they were teaching English in the class. The following table showed the respond of

the tutors for each formal authority teaching style item in the questionnaire.

4.4 Result of tutor responses in formal authority teaching style

Number of statement	SA	A	N	D	SD
7	0	1	0	6	1
12	0	0	1	4	3
16	4	1	1	2	0
17	2	5	0	0	1
21	5	3	0	0	0
22	3	3	1	1	0
25	4	2	1	1	0
32	5	3	0	0	0
TOTAL	23	18	4	14	5

Based on the table above, it obtained the percentage of frequency and questionnaire data score about tutor's responses in formal authority teaching style as follows:

4.5 Percentage of frequency *formal authority teaching style*

Number of item	Alternative answer	frequency	score	% frequency
7, 12, 16,	SA	23	115	35,93 %
17, 21, 22,	A	18	72	28,12 %
25, 32.	N	4	12	6,25 %

	D	14	28	21,87 %
	SD	5	5	7.81 ,%
TOTAL			64	232	100 %

Max score	5 x 8 x 8 = 320
Min score	8 x 8 = 64
Factual score	232
Percentage score	$\frac{232}{320}$ x 100% = 72.5 %

Based on the table above the percentage of formal authority teaching style was 72.5 %, it means the teaching style included to high category. A half of tutor feel comfortable when doing learning activity that refer to formal authority teaching style.

c. Personal Model Teaching Style

In this indicator, the researcher was looking for how many tutors chose Personal Model teaching style as the main style that used when they were teaching English in the class. The following table showed the respond of the students for each Personal Model teaching style item in the questionnaire.

4.6 Result of tutor *responses personal model teaching style*

Number of statement	SA	A	N	D	SD
3	2	3	3	0	0
13	2	6	0	0	0

18	2	4	1	1	0
28	5	3	0	0	0
33	5	3	0	0	0
34	4	2	2	0	0
35	2	4	1	1	0
38	1	4	2	1	0
TOTAL	23	29	9	3	0

Based on the table above, it obtained the percentage of frequency and questionnaire data score about tutor's responses in personal model teaching style as follows:

4.7 Percentage *of frequency personal model teaching style*

Number of item	Alternative answer	frequency	score	% frequency
3, 13, 18,	SA	23	115	35,93%
28, 33, 34,	A	29	116	45,31%
35, 38.	N	9	27	14,06%
	D	3	6	4,68%
	SD	0	1	0%
TOTAL		64	265	100 %
Max score	5 x 8 x 8 = 320			
Min score	8 x 8 = 64			
Factual score	265			
Percentage score	$\frac{265}{320}$ x 100% = 82,81 %			

Based on the table above the percentage of personal model teaching style was 82,81 %, it means the teaching style included to high category. A half of tutor feel comfortable when doing learning activity that refer to personal model teaching style.

d. Facilitator Teaching Style

The researcher was looking for how many tutors chose Facilitator teaching style as the main style that used when they were teaching English in the class. The following table showed the respond of the students for each Facilitator teaching style item in the questionnaire.

4.8 Result of tutor responses facilitator teaching style

Number of statement	SA	A	N	D	SD
4	2	5	0	1	0
9	1	5	1	1	0
19	1	7	0	0	0
26	3	5	0	0	0
29	1	3	4	0	0
30	0	1	6	1	0
39	3	5	0	0	0
40	5	2	1	0	0
TOTAL	16	33	12	3	0

Based on the table above, it obtained the percentage of frequency and questionnaire data score about tutor's responses in facilitator teaching style as follows:

4.9 Percentage *of frequency facilitator teaching style*

Number of item	Alternative answer	frequency	score	% frequency
4, 9, 19,	SA	16	80	25%
26, 29, 30,	A	33	132	51,56%
39, 40.	N	12	36	18,75%
	D	3	6	4,68%
	SD	0	1	0%
TOTAL		64	255	100 %
Max score	5 x 8 x 8 = 320			
Min score	8 x 8 = 64			
Factual score	255			
Percentage score	$\frac{255}{320}$ x 100% = 79,68 %			

Based on the table above the percentage of facilitator teaching style was 79,68 %, it means the teaching style included to high category. A half of tutor feel comfortable when doing learning activity that refer to facilitator teaching style.

e. Delegator Teaching Style

In this indicator, the researcher was looking for how many tutors chose Delegator teaching style as the main style that used when they were

Teaching English in the class. The following table showed the respond of the students for each Delegator teaching style item in the questionnaire.

4.10 Percentage of frequency *facilitator teaching style*

Number of statement	SA	A	N	D	SD
5	0	2	3	1	2
8	0	5	2	1	0
10	0	5	1	1	1
14	2	6	0	0	0
15	1	5	1	1	0
20	2	5	1	0	0
24	0	6	2	0	0
37	3	3	1	0	1
TOTAL	8	37	11	4	4

Based on the table above, it obtained the percentage of frequency and questionnaire data score about tutor's responses in delegator teaching style as follows:

4.11 Percentage of frequency *delegator teaching style*

Number of item	Alternative answer	frequency	score	% frequency
5, 8, 10,14,	SA	8	40	12,5 %
15, 20, 24,	A	37	148	57,81 %
37.	N	11	33	17,18 %
	D	4	8	6,25 %
	SD	4	4	6,25 %

TOTAL		64	233	100 %
Max score	5 x 8 x 8 = 320			
Min score	8 x 8 = 64			
Factual score	233			
Percentage score	$\frac{233}{320}$ x 100% = 72,81 %			

Based on the table above the percentage of delegator teaching style was 72,81 %, it means the teaching style included to high category. A half of tutor feel comfortable when doing learning activity that refer to delegator teaching style.

2. The Dominant teaching style used by the tutor

4.12 Percentage *of Tutor's Responses in Teaching Style*
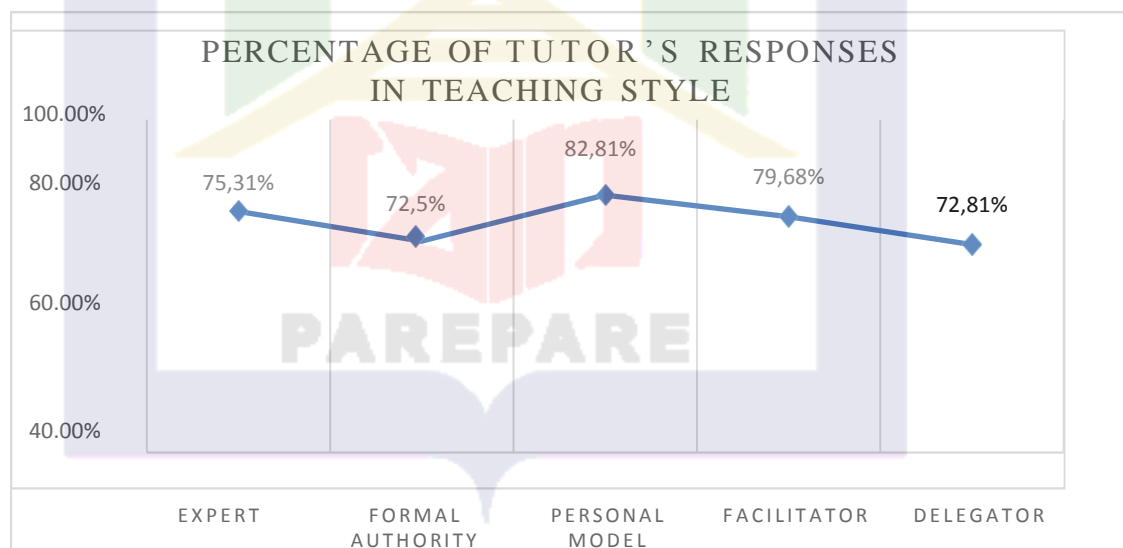
From the chart above, it obtained that the personal model is the highest with the score 82,81%, teaching style from five teaching style that chosen by the English tutors of IAIN Parepare are in teaching process. The expert teaching

style got 75,31% , then formal authority teaching style got 72.5% which means the teaching style with the lowest score or the least used by English tutors in the IAIN Parepare dormitory, next facilitator teaching style got 79,68%, and the last delegator teaching style got 72.81%.

B. Discussion

1. Types of teaching styles by English tutors.

The types of teaching styles of English tutors at the IAIN Parepare dormitory include 1) expert teaching style, 2) formal authority teaching style, 3) personal model teaching style, 4). Facilitator's teaching style, 5) Delegator's teaching style.

Based on the Expert teaching style, it obtained 75,31% which the score included in the criteria of interpretation as the high score. This is indicated by the answers of the tutors that in the learning process it is very important to always encourage their students to excel and teach in detail and depth, Students might describe their teacher as a "store of knowledge" who dispenses the fact. Principles, and concepts they need, and Sharing the knowledge and expertise wish students is very important.

Based on Grasha Expert teaching style, the teacher possesses knowledge and giving detailed knowledge, concerned with transmitting information and providing feedback to improve understanding and promote learning. In teaching English the students need the detailed explanation in order to make them understand about the material easily. The teacher also have proficiency to give furthermore information in order to make them understand.

Based on the Formal authority teaching style, it obtained 72,5% which the score included in the criteria of interpretation as the high score. This is shown by the answers of the tutors that teaching should be done in a standard form, accurate, and accepted by students. Concered with providing positive & negative feedback, and teacher prefers to use a structured teaching. In addition, the role of the teacher is teacher gives all knowledge to students, not concerned with relation with students relationship with each other and students' role listen and ask for clarification however their primary role is listener or receiver of knowledge from teacher and takes notes and follows along listening asking questions when unclear.

Example situation is the teacher explanation and talks about the present perfect tense. Might even have handouts or write examples on the board. The teacher explains the rules and exceptions. Teacher explains common errors. The teacher ds almost all of the talking and explaining. All knowledge and learning comes from what the teacher presents and explains.

Based on Grasha formal authority teaching style concerned with providing positive and negative feedback, focus on clear expectation and acceptable ways of doing things. Teacher give the big concerned to the standardized of the material. The teacher focus on providing the treatment with a standard form, accurate, and teaching goal set by the school.17 This is the lowest style that chose by the tutors, they assume this style is rigid. The high standard and focus on providing the positive and negative feedback make students hard to obtained the main thing in the material which develop their English.

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17 Grasha, A. F. A *Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator.* 142-149. (2010).

Based on the personal model teaching style, it obtained 82,81% which the score included in the criteria of interpretation as the highest score among the five style in teaching. This is the same with the previous study which conducted by Mawadda on her research found that an effective teaching style for English teachers in the classroom, one of which is the personal model style. This is shown by the answers of the tutors that the teaching should be done using personal example and teach by example, teacher assusmes himself/herself as a model for students and students have to emulate his/her approaches, teacher tend to direct and quide the students to observe and imitate the method shown after that.

In addition, the role of the teacher is the model and demonstrator, teacher centered, coach and guide students, show by examples the process and help master tasks. Students role is students observe the teacher as the model, they practice what is shown by the teacher, example situation is the teacher is introducing vocabulary and tells several stories within which is expressed the vocabulary and how to use it correctly. The students then follow by using that information to mimic what was stated in pairs or in groups. The students use the teacher's language to produce and was said by the teacher.

Based on Grasha personal model style is a style which believes in " teaching by personal example ", establishes a prototype for how to think and behave, also guide and directs by showing how to do things.18 This style tend to teacher centred classes with an emphasis on demonstration and modelling. Students prefer to learn English with an example from the teacher's personal life. It makes them understand the material easier.

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[18] Grasha, A. F. A *Matter of Style: The Teacher as Expert, Formal Authority, Personal Model, Facilitator, and Delegator.* 142-149. (2010).

The guidance and direct treatment also make the students can observe and imitate the method shown after that. Tutors feel that this method can make them reach the learning objectives simply, they direct example that can stimulate student to understand the material. Teacher concerned to make the students can independently solve the similar problem by using and adapting demonstrated methods. The demonstrated methods provide the detail information of the material discussed, so the students can obtain the point of the material conveniently. The teacher encourage student participation and adapting presentation to include various learning styles. This also make the tutors comfortable during the learning process, because these is a connection between the teacher teaching style and the students learning style. Students are expected to take some responsibility for learning what they need to know, also for asking and help when they do not understand the material.

Based on facilitator teaching style, it obtained 79,68% which the score included in the criteria of interpretation as the high score. This is shown by the answers of the tutors that teacher prefers to teach using projects by providing guidance and support, Teacher is a good listener trying to enhances teacher-student interaction, Teacher provide guidance and give direction by asking question or giving options to explore and suggesting alternative ways to do things.

In addition, the role of the teacher is teacher creates situation for students to practice what was taught, student centered learning, lessons focus on group activities. And students role is student learn according to their desire, student centered activities for application knowledge. For example is the teacher explains

the focus of the exercise and then divides the class into groups. Students are required to figure out what they should say in order to order food from a restaurant. Each student will take a different role and act out the scene. First they must work together and collaborate on what they will say and how each will act in the scene. In this situation students are forced to.

Based on Grasha teacher who have a facilitator model teaching style tend to focus on activities. This style is different with expert, formal authority and personal model which are used teacher centered learning, this style emphasizes the student centered learning. Students who are comfortable with independent learning chose this style when they are in teaching and learning process, also for students who can actively participate and cooperate with their classmates. But in this research, researcher found that the some tutors are moderately disagree with the discussion method. Team work are employed to help students develop their ability to think critically. But in this case, team work are not effective as what they felt when learning process. A small group discussion often time consuming and sometimes does not work for some. Students who can't collaborate with other students. Teacher set the group activities which needs collaboration and problem solving. Facilitator teaching style emphasized teacher-student interaction. Tutors prefer to provide guidance and support to the students.

Based on Delegator teaching style, it obtained 72,81% which the score included in the criteria of interpretation as the high score. This is shown by the answers of the tutors that the students are encourage to carry out taks independently when implementing a project, the teacher is available at the request

of students a resource person, Concerned to shap a students ability to learn autonomonsly.

This score almost same with formal authority teaching style score. Based on delegator teaching style concerned with developing students to learning autonomously. This style same with the facilitator teaching style which used student centred learning. Tutors think that work independently on projects or as part of the autonomous teams do not work to students. When teacher give the students direct experience by asking them to do the assignment independently, it makes them anxious when they have to finish the task autonomously. Teacher is available for student as the consultant. Teacher will assist if needed and serve as the main information source to students in the class. But, Students are confused to choose their own alternative ways to do the task freely, they need the guidance from the teacher.

2. The Dominant teaching style used by the tutor

Teachers not only teach but also educate their students. In addition, teachers have other roles in the teaching and learning process, such as motivators, evaluators and facilitators. In addition, the teacher is also a guiding force in the lives of students. They have a responsibility in preparing students' personality and mental orientation. every teacher has a different way of teaching although most of the goals are the same, namely maximizing the learning process so that students' interest in learning increases through actions taken by teachers in the classroom, both methods and all learning efforts that are able to attract students' attention so that the topics taught are easy to understand and easily remembered by students.

Cowley explains that your personality teaching style, the way you look, the way you speak, the way you use movement and space, the level of control you use are actually all you do in providing information to students. That is, the teaching style of the teacher is the teacher's personality about how the teacher transfers their information to students and manages the situation in the classroom.[19]

A good teaching style is not even fully able to create efficient learning because it is influenced by student learning styles. In one class, there are several or even dozens of students who have a variety of different learning styles, so this becomes a challenge for teachers in solving appropriate teaching methods or styles in the teaching and learning process that is able to reach all types of student learning styles. A good teacher will focus on the needs of students in accepting learning, about what students like and dislike, what is the character of each student and what actions are taken to solve it.

Not only teaching styles, teachers also need to understand students' learning styles because it will affect the teacher in taking an action in the teaching and learning process. Different learning styles can be overcome by the right teaching style if the teacher understands the action he will take. But on the other hand, if the teacher only teaches without paying attention to the interest in learning that is liked by students, the learning objectives will be difficult to achieve. Therefore, it is very important for teachers to understand that every

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[19] Sue cowley. *Membuat Para Pengacau Berperilaku*. London: Kontinuum Internasional Grup Penerbitan. (2006)

attitude and action taken in the classroom must be based on and have a clear purpose.

The researcher found that the English tutors in Dormitory of IAIN Parepare are prefer the personal model teaching style when the process of teaching English. It obtained 82,81% which the score included in the criteria of interpretation as the highest score among the five style in teaching. This is shown by the answers of the tutors that the teaching should be done using personal example and teach by example, teacher assusmes himself/herself as a model for students and students have to emulate his/her approaches, teacher tend to direct and quide the students to observe and imitate the method shown after that.

The characteristics of teachers who tend to use personal teaching styles include: teachers will ask students for assignments, emphasize direct observation, deliver material in a non-monotonous, fun, easy-to-understand way. The teacher gives students the opportunity to learn knowledge according to each student, students imitate what is observed, if there are difficult questions it will be discussed in class, and at the end of the lesson the teacher will remind students to study hard. So that the characters above are very suitable for students who have a kinesthetic learning style where students are happy if given examples of the topics studied.

Teaching style that has the lowest score is the formal authority teaching style with a figure of 72.5%. this shows that tutors are not accustomed to using a formal teaching style, although it is used occasionally but tutors are more inclined to personal model teaching style because it is influenced by the age of the tutor who is still young and still needs a lot of experience so that it creates a formal

learning process that is a bit stiff and feels unsuitable. With an environment in a dormitory where the ages of the students are only a few years apart. The selection of tutors in the dormitory is also seen from the selection results, besides that he must be ready to live in the dormitory and become a mentor for new students. Even though they are well selected, tutors are also just students who still have to learn a lot of things, so this is one of the reasons why the formal learning atmosphere is not mastered by tutors.

The formal authority style of the teacher considers his students as objects of influence and not equal partners in activities, for that the teacher separates himself both from the education team and from each individual student. This type of teacher always controls independently even this particular style is more popular in universities. The advantage of the authority method is that it is a better approach for older students during classes that require memorization and do not require teacher feedback. However, this individual learning style cannot be accepted by students into closed contact with the teacher who does not have a negative influence on the success and progress of students because they do not have the desire to learn. Some students resisted the impact and provoked conflict as a result most of the children lost their self-confidence and independence.

In addition, formal authority is usually used in a lecture or auditorium setting where students only listen and take notes on important parts of the topic. This learning model is a one-way or teacher-centered learning where the teacher gives a long one-way discussion about a predetermined topic, this reduces student interaction in class. The minimum participation of students in the learning process can result in some students being less enthusiastic in learning. But on the positive

side, teachers focus on clear and structured goals. So that the use of formal authority teaching styles in dormitories which have a small scope makes this teaching style only a small possibility to be used.

The result of the study are also strengthened by the theory put forward by several experts including: most of lecturer will choose teaching style based on their experiences in teaching and learning process in the past. Hence, based on their learning experiences, the lecturers tend to teach students the best learning style and how they implement their own learning strategies. Every student has different style in learning that makes the same teaching style may not work well for all the students. Therefore, lecturers should adapt the students' preferred teaching styles to reach each student learning behavior [20] and the all around flexible and adaptable teacher can effectively use lots of different teaching activities, is comfortable teaching both peers and juniors, and is very aware of the way the whole environment affects both teachers and learners. [21] To achieve learning a teacher must have our resilience (1) setting the stage, (2) celebrating progress, (3) things outside of our control, (4) gratitude and grow mindsets [22]

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[20] Bonela, D., & Mihova, E. Dyslang. *Learning Style and Learning Preferences*, 6-29. (2012).

[21] Kay mohanna, Ruth chambers, David *wall developing teaching style: increasing effectiveness in healthcare teaching.* 146 (2007)

[22] Jaclyn rauter, *The resilient educator "enpowering Teachers to evercome Bornout and Redefine success"* (United States of America: River Valley, 2020)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Types of teaching styles by english tutors

Based on the finding of this research, the degree of differences rating score among the five teaching style is not really significant. And the types of teaching styles by the tutors is: Formal authority teaching style is 72,5%, delegator teaching style is 72,81%, Expert teaching style is 75,31%, facilitator teaching style is 79,68%, and the highest one for personal teaching style is 82,81%.

2. The Dominant teaching style used by the tutors

The English tutor in dormitory IAIN Parepare prefer if use personal model teaching style with the score 82,81%. And all teaching styles need to be understood by the teacher before teaching in the classroom, because this can affect what actions the teacher will take when teaching in the face of a variety of different student learning styles. A teacher must take quick and appropriate action to meet the needs of learning in the classroom, so that the teaching and learning process can run well and structured. Not only as a theory, but teaching style is the key to all forms of teacher readiness in dealing with classroom situations.

A. Suggestion

Based on the research findings that the researcher tries to give some suggestion after finished this study they were as follows;

For the English teacher should choose the most appropriate style in teaching learning process especially teaching English. The English teacher must prepare the method, the material and what treatment that can apply to students based on their learning style before teaching. The English teacher can apply this style to make the student more interested with material when learning process the teacher should motivate their students.

For students should be a good participation in learning process. However the teacher use the appropriate teaching style but the students do not pay attention, it is useless the students should be more active in participation in teaching learning process to build their knowledge. The students must study hard to improve their English.

For other researcher, knowing that personal model teaching style is the most dominant teaching style used by tutors in the IAIN Parepare dormitory. The researcher suggests other researchers to use this research as a reference for further research. Future researchers should conduct research with a larger sample because this study still lacks samples or the next researcher can use students who live in dormitories as a sample to find out how far their English mastery is by using the personal teaching style used by tutors. Hopefully the results will be more useful for improving the English learning process.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

NAMA MAHASISWA : Nursyfah

NIM : 17.1300.018

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : TEACHING STYLE OF ENGLISH TUTOR IN TEACHING ENGLISH MATERIAL AT THE DORMITORY OF IAIN PAREPARE

I. Identitas

a. Nama : ANDI NAJWA MU'NIZAH

b. Jenis Kelamin : PEREMPUAN.

II. Petunjuk

- Jawablah pertanyaan dibawah ini dengan memberikan tanda silang (X) pada satu pilihan yang kamu anggap paling tepat.

- Jawaban diberikan sesuai dengan keadaan yang anda rasakan sebenarnya.

JAWAB SESUAI KONDISI YANG ANDA RASAKAN

No	Pertanyaan	Pilihan				
		SA	A	N	D	SD
1	Fakta, konsep dan prinsip merupakan hal terpenting yang harus dimiliki mahasiswa.		✓				4
2	Saya mengajarkan materi secara detail dan dalam untuk mahasiswa.		✓				4
3	Apa yang saya katakan dan lakukan menunjukkan cara yang tepat bagi mahasiswa untuk berpikir tentang isu-isu dalam konten.			✓			3
4	Tujuan dan metode pengajaran saya membahas berbagai gaya belajar mahasiswa.		✓				4
5	Mahasiswa biasanya mengerjakan tugas mandiri dengan sedikit pengawasan dari saya.		✓				4
6	Berbagi pengetahuan dan keahlian mahasiswa sangat penting bagi saya.		✓				4
7	Saya memberikan umpan balik negatif kepada mahasiswa ketika kinerja mereka tidak memuaskan.				✓		2
8	Proses pembelajaran mendorong mahasiswa untuk mengembangkan ide-ide mereka sendiri dalam memecahkan masalah.		✓				4
9	saya menghabiskan waktu berkonsultasi dengan mahasiswa tentang bagaimana meningkatkan pekerjaan mereka pada proyek individu dan atau kelompok.		✓				4

10	Saya memberikan tugas secara mandiri.			✓			3
11	Apa yang saya katakan tentang topik itu penting bagi mahasiswa untuk memperoleh perspektif yang lebih luas tentang masalah di bidang itu.		✓				4
12	Saya menerapkan standar tinggi, ketat dan kaku pada mahasiswa.				✓		2
13	Saya biasanya menunjukkan kepada mahasiswa bagaimana dan apa yang harus dilakukan untuk menguasai materi pelajaran.		✓				4
14	Diskusi kelompok kecil digunakan untuk membantu mahasiswa mengembangkan kemampuan mereka untuk berpikir kritis.		✓				4
15	Saya membiarkan mahasiswa merancang salah satu pengalaman belajar yang lebih mandiri.		✓				4
16	Saya ingin mahasiswa mencatat dan menghafalkan materi dengan baik untuk pelajaran selanjutnya.			✓			3
17	Tanggung jawab saya adalah untuk menentukan apa yang harus dipelajari mahasiswa dan bagaimana mereka harus mempelajarinya.		✓				4
18	Contoh dari pengalaman pribadi saya sering digunakan untuk menggambarkan poin tentang materi.		✓				4
19	Saya memandu pekerjaan mahasiswa dengan mengajukan pertanyaan, mengeksplorasi pilihan, dan menyarankan cara alternatif untuk melakukan sesuatu		✓				4

VII

No	Pernyataan						
20	Mengembangkan kemampuan mahasiswa untuk berpikir dan bekerja secara mandiri merupakan tujuan penting.		✓				4
21	Memberikan arahan adalah bagian penting dari bagaimana saya mengajar di asrama.		✓				4
22	Saya memberikan panduan yang sangat jelas tentang bagaimana tugas diselesaikan dengan baik dalam pembelajaran.		✓				4
23	Saya sering menunjukkan kepada mahasiswa bagaimana mereka dapat menggunakan berbagai prinsip dan konsep.		✓				4
24	Kegiatan pembelajaran mendorong mahasiswa untuk mengambil inisiatif dan tanggung jawab untuk pembelajaran mereka.		✓				4
25	Saat proses pembelajaran, saya memberikan arahan kepada mahasiswa agar lebih memperhatikan materi yang saya sampaikan.		✓				4
26	Saya memberi kebebasan kepada mahasiswa untuk bertanya dan meminta saran dalam menyelesaikan permasalahannya.		✓				4
27	Pembelajaran ini memiliki tujuan dan sasaran yang sangat spesifik yang ingin saya capai.		✓				4
28	Saya biasa menjelaskan dengan memasukkan contoh yang biasa dialami dikehidupan sehari-hari.		✓				4
29	Saya meminta saran mahasiswa tentang bagaimana dan apa yang harus diajarkan dalam pelajaran tersebut.	✓					5

30	Mahasiswa mengatur langkah mereka sendiri untuk menyelesaikan proyek mandiri dan atau kelompok			✓			3
31	mahasiswa mungkin menggambarkan saya sebagai "gudang pengetahuan" yang membagi-bagikan fakta, prinsip, dan konsep yang mereka butuhkan			✓			3
32	Apa yang akan saya ajarkan telah saya rancang sebelumnya.		✓				4
33	Saya memberikan materi dengan contoh sehingga penjelasan mudah di pahami.		✓				4
34	Mahasiswa mengamati apa yang saya jelaskan kemudian saya membiarkan mereka mempraktekkannya.			✓			3
35	Saya menggunakan pendekatan yang membiarkan siswa mengikuti cara yang telah saya tunjukkan.		✓				4
36	Saya menjelaskan materi dari awal jam masuk sampai di akhir pertemuan dengan detail dan dalam.			✓	-		3
37	Saya memberikan tugas dan membebaskan siswa untuk bertanya.		✓				4
38	Mahasiswa menggambarkan saya sebagai 'pelatih' atau orang yang dijadikan panutan		✓				4
39	saya memberi mahasiswa banyak dukungan pribadi dan dorongan untuk melakukannya dengan baik dalam pembelajaran.		✓				4

| 40 | saya mengambil peran sebagai narasumber yang tersedia bagi mahasiswa kapan pun mereka membutuhkan bantuan. | | ✓ | | | |

Not : SA (strongly agree)

    A (agree)

    N (neither agree nor disagree)

    D (disagree)

    SD (strongly disagree)

After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

Parepare, 05 December 2021

Mengetahui,

Pembimbing Utama   Pembimbing Pendamping

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NIM   : 17.1300.018

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JUDUL   : TEACHING STYLE OF ENGLISH TUTOR IN TEACHING ENGLISH MATERIAL AT THE DORMITORY OF IAIN PAREPARE

I. Identitas

a. Nama   : Muh. Arfil

b. Jenis Kelamin   : Laki - laki

II. Petunjuk

- Jawablah pertanyaan dibawah ini dengan memberikan tanda silang (X) pada satu pilihan yang kamu anggap paling tepat.

- Jawaban diberikan sesuai dengan keadaan yang anda rasakan sebenarnya.

JAWAB SESUAI KONDISI YANG ANDA RASAKAN

No	Pertanyaan	Pilihan					
		SA	A	N	D	SD	
1	Fakta, konsep dan prinsip merupakan hal terpenting yang harus dimiliki mahasiswa.		X				4
2	Saya mengajarkan materi secara detail dan dalam untuk mahasiswa.				X		2
3	Apa yang saya katakan dan lakukan menunjukkan cara yang tepat bagi mahasiswa untuk berpikir tentang isu-isu dalam konten.	X					5
4	Tujuan dan metode pengajaran saya membahas berbagai gaya belajar mahasiswa.		X				4
5	Mahasiswa biasanya mengerjakan tugas mandiri dengan sedikit pengawasan dari saya.					X	1
6	Berbagi pengetahuan dan keahlian mahasiswa sangat penting bagi saya.		X				4
7	Saya memberikan umpan balik negatif kepada mahasiswa ketika kinerja mereka tidak memuaskan.				X		2
8	Proses pembelajaran mendorong mahasiswa untuk mengembangkan ide-ide mereka sendiri dalam memecahkan masalah.			X			3
9	saya menghabiskan waktu berkonsultasi dengan mahasiswa tentang bagaimana meningkatkan pekerjaan mereka pada proyek individu dan atau kelompok.		X				4

No	Pernyataan						Skor
10	Saya memberikan tugas secara mandiri.		X				4
11	Apa yang saya katakan tentang topik itu penting bagi mahasiswa untuk memperoleh perspektif yang lebih luas tentang masalah di bidang itu.		X				4
12	Saya menerapkan standar tinggi, ketat dan kaku pada mahasiswa.					X	1
13	Saya biasanya menunjukkan kepada mahasiswa bagaimana dan apa yang harus dilakukan untuk menguasai materi pelajaran.		X				4
14	Diskusi kelompok kecil digunakan untuk membantu mahasiswa mengembangkan kemampuan mereka untuk berpikir kritis.		X				4
15	Saya membiarkan mahasiswa merancang salah satu pengalaman belajar yang lebih mandiri.			X			3
16	Saya ingin mahasiswa mencatat dan menghafalkan materi dengan baik untuk pelajaran selanjutnya.				X		2
17	Tanggung jawab saya adalah untuk menentukan apa yang harus dipelajari mahasiswa dan bagaimana mereka harus mempelajarinya.		X				4
18	Contoh dari pengalaman pribadi saya sering digunakan untuk menggambarkan poin tentang materi.	X					5
19	Saya memandu pekerjaan mahasiswa dengan mengajukan pertanyaan, mengeksplorasi pilihan, dan menyarankan cara alternatif untuk melakukan sesuatu		X				4

No	Pernyataan						Skor
20	Mengembangkan kemampuan mahasiswa untuk berpikir dan bekerja secara mandiri merupakan tujuan penting.		X				4
21	Memberikan arahan adalah bagian penting dari bagaimana saya mengajar di asrama.		X				4
22	Saya memberikan panduan yang sangat jelas tentang bagaimana tugas diselesaikan dengan baik dalam pembelajaran.				X		2
23	Saya sering menunjukkan kepada mahasiswa bagaimana mereka dapat menggunakan berbagai prinsip dan konsep.		X				4
24	Kegiatan pembelajaran mendorong mahasiswa untuk mengambil inisiatif dan tanggung jawab untuk pembelajaran mereka.			X			3
25	Saat proses pembelajaran, saya memberikan arahan kepada mahasiswa agar lebih memperhatikan materi yang saya sampaikan.				X		2
26	Saya memberi kebebasan kepada mahasiswa untuk bertanya dan meminta saran dalam menyelesaikan permasalahannya.		X				4
27	Pembelajaran ini memiliki tujuan dan sasaran yang sangat spesifik yang ingin saya capai.		X				4
28	Saya biasa menjelaskan dengan memasukkan contoh yang biasa dialami dikehidupan sehari-hari.		X				4
29	Saya meminta saran mahasiswa tentang bagaimana dan apa yang harus diajarkan dalam pelajaran tersebut.		X				4

No	Pernyataan						
30	Mahasiswa mengatur langkah mereka sendiri untuk menyelesaikan proyek mandiri dan atau kelompok		ı	X			3
31	mahasiswa mungkin menggambarkan saya sebagai "gudang pengetahuan" yang membagi-bagikan fakta, prinsip, dan konsep yang mereka butuhkan					X	1
32	Apa yang akan saya ajarkan telah saya rancang sebelumnya.	X					5
33	Saya memberikan materi dengan contoh sehingga penjelasan mudah di pahami.			X			4
34	Mahasiswa mengamati apa yang saya jelaskan kemudian saya membiarkan mereka mempraktekkannya.			X			4
35	Saya menggunakan pendekatan yang membiarkan siswa mengikuti cara yang telah saya tunjukkan.				X		2
36	Saya menjelaskan materi dari awal jam masuk sampai di akhir pertemuan dengan detail dan dalam.				X		2
37	Saya memberikan tugas dan membebaskan siswa untuk bertanya.			X			3
38	Mahasiswa menggambarkan saya sebagai 'pelatih' atau orang yang dijadikan panutan				X		2
39	saya memberi mahasiswa banyak dukungan pribadi dan dorongan untuk melakukannya dengan baik dalam pembelajaran.			X			4

XV

40	saya mengambil peran sebagai narasumber yang tersedia bagi mahasiswa kapan pun mereka membutuhkan bantuan.	X					5

Not : SA (strongly agree)

A (agree)

N (neither agree nor disagree)

D (disagree)

SD (strongly disagree)

After examining the drafting of the student's thesis proposal in accordance with the title, it is essentially dement to have fulfilled the eligibility to be used in the research concerned.

Parepare, 05 December 2021

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

Hj. Nurhamdah, S. Ag.,M.Pd
NIP. 197311161998032007

Drs. Amzah Selle, M.Pd.
NIP. 196712312003121011

```
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VAR00008 VAR00009
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VAR00018 VAR00019 VAR00020
    VAR00021 VAR00022 VAR00023 VAR00024 VAR00025 VAR00026 VAR00027 VAR00028
VAR00029 VAR00030 VAR00031
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VAR00040 Total
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Correlations

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Notes

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XVIII

Descriptive Statistics

	Mean	Std. Deviation	N
VAR00001	4.50	.535	8
VAR00002	3.50	.926	8
VAR00003	3.88	.835	8
VAR00004	4.00	.926	8
VAR00005	2.63	1.188	8
VAR00006	4.13	.354	8
VAR00007	2.13	.835	8
VAR00008	3.50	.756	8
VAR00009	3.75	.886	8
VAR00010	3.25	1.165	8
VAR00011	4.25	.463	8
VAR00012	1.75	.707	8
VAR00013	4.25	.463	8
VAR00014	4.25	.463	8
VAR00015	3.75	.886	8
VAR00016	3.88	1.356	8
VAR00017	3.88	1.246	8
VAR00018	3.88	.991	8
VAR00019	4.13	.354	8
VAR00020	4.13	.641	8
VAR00021	4.63	.518	8
VAR00022	4.00	1.069	8
VAR00023	3.75	.463	8
VAR00024	3.75	.463	8
VAR00025	4.13	1.126	8
VAR00026	4.38	.518	8
VAR00027	3.88	.835	8
VAR00028	4.63	.518	8
VAR00029	3.63	.744	8
VAR00030	3.00	.535	8
VAR00031	3.25	1.035	8
VAR00032	4.63	.518	8
VAR00033	4.63	.518	8
VAR00034	4.25	.886	8
VAR00035	3.88	.991	8
VAR00036	2.88	1.126	8
VAR00037	3.88	1.356	8
VAR00038	3.63	.916	8
VAR00039	4.38	.518	8

Descriptive Statistics

	Mean	Std. Deviation	N
VAR00040	4.50	.756	8
Total	153.00	15.538	8

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004
VAR00001	Pearson Correlation	1	.000	.160	.000
	Sig. (2-tailed)		1.000	.705	1.000
	N	8	8	8	8
VAR00002	Pearson Correlation	.000	1	-.092	.667
	Sig. (2-tailed)	1.000		.828	.071
	N	8	8	8	8
VAR00003	Pearson Correlation	.160	-.092	1	.555
	Sig. (2-tailed)	.705	.828		.154
	N	8	8	8	8
VAR00004	Pearson Correlation	.000	.667	.555	1
	Sig. (2-tailed)	1.000	.071	.154	
	N	8	8	8	8
VAR00005	Pearson Correlation	-.338	.844**	-.342	.390
	Sig. (2-tailed)	.414	.008	.407	.340
	N	8	8	8	8
VAR00006	Pearson Correlation	.378	.218	.061	.436
	Sig. (2-tailed)	.356	.604	.887	.280
	N	8	8	8	8
VAR00007	Pearson Correlation	-.480	.462	.231	.370
	Sig. (2-tailed)	.228	.249	.582	.367
	N	8	8	8	8
VAR00008	Pearson Correlation	-.354	.816*	.113	.816*
	Sig. (2-tailed)	.390	.013	.790	.013
	N	8	8	8	8
VAR00009	Pearson Correlation	.000	.522	.338	.870**
	Sig. (2-tailed)	1.000	.184	.413	.005
	N	8	8	8	8
VAR00010	Pearson Correlation	-.459	.397	.184	.530
	Sig. (2-tailed)	.253	.330	.663	.177
	N	8	8	8	8
VAR00011	Pearson Correlation	.577	.333	.462	.667
	Sig. (2-tailed)	.134	.420	.249	.071
	N	8	8	8	8

P_{iii}

XX

Correlations

		VAR00005	VAR00006	VAR00007	VAR00008
VAR00001	Pearson Correlation	-.338	.378	-.480	-.354
	Sig. (2-tailed)	.414	.356	.228	.390
	N	8	8	8	8
VAR00002	Pearson Correlation	.844**	.218	.462	.816*
	Sig. (2-tailed)	.008	.604	.249	.013
	N	8	8	8	8
VAR00003	Pearson Correlation	-.342	.061	.231	.113
	Sig. (2-tailed)	.407	.887	.582	.790
	N	8	8	8	8
VAR00004	Pearson Correlation	.390	.436	.370	.816*
	Sig. (2-tailed)	.340	.280	.367	.013
	N	8	8	8	8
VAR00005	Pearson Correlation	1	-.213	.342	.716*
	Sig. (2-tailed)		.613	.407	.046
	N	8	8	8	8
VAR00006	Pearson Correlation	-.213	1	-.061	.267
	Sig. (2-tailed)	.613		.887	.522
	N	8	8	8	8
VAR00007	Pearson Correlation	.342	-.061	1	.566
	Sig. (2-tailed)	.407	.887		.143
	N	8	8	8	8
VAR00008	Pearson Correlation	.716*	.267	.566	1
	Sig. (2-tailed)	.046	.522	.143	
	N	8	8	8	8
VAR00009	Pearson Correlation	.305	.570	.048	.640
	Sig. (2-tailed)	.462	.140	.910	.088
	N	8	8	8	8
VAR00010	Pearson Correlation	.284	.260	.551	.487
	Sig. (2-tailed)	.496	.534	.157	.221
	N	8	8	8	8
VAR00011	Pearson Correlation	-.065	.655	-.092	.408
	Sig. (2-tailed)	.879	.078	.828	.315
	N	8	8	8	8

Correlations

		VAR00009	VAR00010	VAR00011	VAR00012
VAR00001	Pearson Correlation	.000	-.459	.577	-.378
	Sig. (2-tailed)	1.000	.253	.134	.356
	N	8	8	8	8
VAR00002	Pearson Correlation	.522	.397	.333	.655
	Sig. (2-tailed)	.184	.330	.420	.078
	N	8	8	8	8
VAR00003	Pearson Correlation	.338	.184	.462	-.061
	Sig. (2-tailed)	.413	.663	.249	.887
	N	8	8	8	8
VAR00004	Pearson Correlation	.870[**]	.530	.667	.436
	Sig. (2-tailed)	.005	.177	.071	.280
	N	8	8	8	8
VAR00005	Pearson Correlation	.305	.284	-.065	.553
	Sig. (2-tailed)	.462	.496	.879	.155
	N	8	8	8	8
VAR00006	Pearson Correlation	.570	.260	.655	.143
	Sig. (2-tailed)	.140	.534	.078	.736
	N	8	8	8	8
VAR00007	Pearson Correlation	.048	.551	-.092	.787[*]
	Sig. (2-tailed)	.910	.157	.828	.021
	N	8	8	8	8
VAR00008	Pearson Correlation	.640	.487	.408	.802[*]
	Sig. (2-tailed)	.088	.221	.315	.017
	N	8	8	8	8
VAR00009	Pearson Correlation	1	.623	.522	.114
	Sig. (2-tailed)		.099	.184	.788
	N	8	8	8	8
VAR00010	Pearson Correlation	.623	1	-.132	.260
	Sig. (2-tailed)	.099		.755	.534
	N	8	8	8	8
VAR00011	Pearson Correlation	.522	-.132	1	.218
	Sig. (2-tailed)	.184	.755		.604
	N	8	8	8	8

XXII

Correlations

		VAR00013	VAR00014	VAR00015	VAR00016
VAR00001	Pearson Correlation	.577	.000	.000	.296
	Sig. (2-tailed)	.134	1.000	1.000	.477
	N	8	8	8	8
VAR00002	Pearson Correlation	-.333	.333	.174	.171
	Sig. (2-tailed)	.420	.420	.680	.686
	N	8	8	8	8
VAR00003	Pearson Correlation	-.277	.092	-.241	-.521
	Sig. (2-tailed)	.506	.828	.565	.186
	N	8	8	8	8
VAR00004	Pearson Correlation	-.333	.333	.174	-.341
	Sig. (2-tailed)	.420	.420	.680	.408
	N	8	8	8	8
VAR00005	Pearson Correlation	-.585	-.065	.034	-.033
	Sig. (2-tailed)	.128	.879	.936	.938
	N	8	8	8	8
VAR00006	Pearson Correlation	.655	.655	.570	.335
	Sig. (2-tailed)	.078	.078	.140	.417
	N	8	8	8	8
VAR00007	Pearson Correlation	-.462	.647	.048	.142
	Sig. (2-tailed)	.249	.083	.910	.737
	N	8	8	8	8
VAR00008	Pearson Correlation	-.408	.408	.426	-.209
	Sig. (2-tailed)	.315	.315	.292	.619
	N	8	8	8	8
VAR00009	Pearson Correlation	-.174	.174	.091	-.267
	Sig. (2-tailed)	.680	.680	.830	.522
	N	8	8	8	8
VAR00010	Pearson Correlation	-.397	.397	-.208	.113
	Sig. (2-tailed)	.330	.330	.622	.790
	N	8	8	8	8
VAR00011	Pearson Correlation	.333	.333	.522	-.171
	Sig. (2-tailed)	.420	.420	.184	.686
	N	8	8	8	8

Correlations

		VAR00017	VAR00018	VAR00019	VAR00020
VAR00001	Pearson Correlation	-.322	-.405	-.378	-.209
	Sig. (2-tailed)	.437	.320	.356	.620
	N	8	8	8	8
VAR00002	Pearson Correlation	.681	.234	.218	.602
	Sig. (2-tailed)	.063	.578	.604	.114
	N	8	8	8	8
VAR00003	Pearson Correlation	.395	.669	.061	.301
	Sig. (2-tailed)	.333	.069	.887	.470
	N	8	8	8	8
VAR00004	Pearson Correlation	.867[**]	.623	.000	.722[*]
	Sig. (2-tailed)	.005	.099	1.000	.043
	N	8	8	8	8
VAR00005	Pearson Correlation	.446	.319	.128	.258
	Sig. (2-tailed)	.268	.442	.763	.537
	N	8	8	8	8
VAR00006	Pearson Correlation	.365	-.357	-.143	.552
	Sig. (2-tailed)	.374	.386	.736	.156
	N	8	8	8	8
VAR00007	Pearson Correlation	.704	.367	.908[**]	.768[*]
	Sig. (2-tailed)	.051	.371	.002	.026
	N	8	8	8	8
VAR00008	Pearson Correlation	.834[*]	.477	.267	.737[*]
	Sig. (2-tailed)	.010	.232	.522	.037
	N	8	8	8	8
VAR00009	Pearson Correlation	.743[*]	.447	-.342	.566
	Sig. (2-tailed)	.034	.267	.407	.144
	N	8	8	8	8
VAR00010	Pearson Correlation	.812[*]	.402	.260	.718[*]
	Sig. (2-tailed)	.014	.323	.534	.045
	N	8	8	8	8
VAR00011	Pearson Correlation	.309	.078	-.218	.361
	Sig. (2-tailed)	.456	.855	.604	.379
	N	8	8	8	8

Correlations

		VAR00021	VAR00022	VAR00023	VAR00024
VAR00001	Pearson Correlation	.258	.250	.000	.000
	Sig. (2-tailed)	.537	.550	1.000	1.000
	N	8	8	8	8
VAR00002	Pearson Correlation	.149	.866**	.333	.333
	Sig. (2-tailed)	.725	.005	.420	.420
	N	8	8	8	8
VAR00003	Pearson Correlation	-.455	.000	.647	-.462
	Sig. (2-tailed)	.258	1.000	.083	.249
	N	8	8	8	8
VAR00004	Pearson Correlation	-.298	.577	.667	-.333
	Sig. (2-tailed)	.473	.134	.071	.420
	N	8	8	8	8
VAR00005	Pearson Correlation	-.029	.563	.065	.585
	Sig. (2-tailed)	.946	.147	.879	.128
	N	8	8	8	8
VAR00006	Pearson Correlation	.293	.378	.218	-.655
	Sig. (2-tailed)	.482	.356	.604	.078
	N	8	8	8	8
VAR00007	Pearson Correlation	.124	.480	.462	.092
	Sig. (2-tailed)	.770	.228	.249	.828
	N	8	8	8	8
VAR00008	Pearson Correlation	-.183	.707*	.408	.000
	Sig. (2-tailed)	.665	.050	.315	1.000
	N	8	8	8	8
VAR00009	Pearson Correlation	-.234	.302	.522	-.522
	Sig. (2-tailed)	.578	.468	.184	.184
	N	8	8	8	8
VAR00010	Pearson Correlation	.178	.115	.397	-.397
	Sig. (2-tailed)	.674	.787	.330	.330
	N	8	8	8	8
VAR00011	Pearson Correlation	-.149	.577	.333	-.333
	Sig. (2-tailed)	.725	.134	.420	.420
	N	8	8	8	8

Correlations

		VAR00025	VAR00026	VAR00027	VAR00028
VAR00001	Pearson Correlation	.356	.775[*]	-.160	.775[*]
	Sig. (2-tailed)	.387	.024	.705	.024
	N	8	8	8	8
VAR00002	Pearson Correlation	.343	-.149	.647	.149
	Sig. (2-tailed)	.406	.725	.083	.725
	N	8	8	8	8
VAR00003	Pearson Correlation	-.741[*]	-.207	.385	.207
	Sig. (2-tailed)	.035	.623	.347	.623
	N	8	8	8	8
VAR00004	Pearson Correlation	-.274	-.298	.740[*]	.000
	Sig. (2-tailed)	.511	.473	.036	1.000
	N	8	8	8	8
VAR00005	Pearson Correlation	.254	-.436	.522	-.261
	Sig. (2-tailed)	.544	.281	.184	.532
	N	8	8	8	8
VAR00006	Pearson Correlation	.314	.488	.061	.293
	Sig. (2-tailed)	.449	.220	.887	.482
	N	8	8	8	8
VAR00007	Pearson Correlation	-.171	-.455	.436	.124
	Sig. (2-tailed)	.686	.258	.280	.770
	N	8	8	8	8
VAR00008	Pearson Correlation	-.084	-.548	.566	-.183
	Sig. (2-tailed)	.843	.160	.143	.665
	N	8	8	8	8
VAR00009	Pearson Correlation	-.107	-.078	.724[*]	-.234
	Sig. (2-tailed)	.800	.855	.042	.578
	N	8	8	8	8
VAR00010	Pearson Correlation	-.027	-.178	.771[*]	-.296
	Sig. (2-tailed)	.949	.674	.025	.476
	N	8	8	8	8
VAR00011	Pearson Correlation	-.069	.149	.092	.447
	Sig. (2-tailed)	.872	.725	.828	.267
	N	8	8	8	8

XXVI

Correlations

		VAR00029	VAR00030	VAR00031	VAR00032
VAR00001	Pearson Correlation	-.539	.000	.516	.258
	Sig. (2-tailed)	.168	1.000	.190	.537
	N	8	8	8	8
VAR00002	Pearson Correlation	.104	.577	.447	-.447
	Sig. (2-tailed)	.807	.134	.267	.267
	N	8	8	8	8
VAR00003	Pearson Correlation	-.086	.641	-.289	.207
	Sig. (2-tailed)	.839	.087	.487	.623
	N	8	8	8	8
VAR00004	Pearson Correlation	.207	.866**	.000	-.298
	Sig. (2-tailed)	.622	.005	1.000	.473
	N	8	8	8	8
VAR00005	Pearson Correlation	.465	.450	.203	-.726*
	Sig. (2-tailed)	.246	.263	.629	.041
	N	8	8	8	8
VAR00006	Pearson Correlation	-.339	.000	.293	.293
	Sig. (2-tailed)	.411	1.000	.482	.482
	N	8	8	8	8
VAR00007	Pearson Correlation	-.144	.320	.124	.124
	Sig. (2-tailed)	.734	.439	.770	.770
	N	8	8	8	8
VAR00008	Pearson Correlation	.381	.707*	.183	-.548
	Sig. (2-tailed)	.352	.050	.665	.160
	N	8	8	8	8
VAR00009	Pearson Correlation	.271	.603	-.234	-.234
	Sig. (2-tailed)	.517	.114	.578	.578
	N	8	8	8	8
VAR00010	Pearson Correlation	-.041	.229	-.415	.178
	Sig. (2-tailed)	.923	.585	.307	.674
	N	8	8	8	8
VAR00011	Pearson Correlation	-.104	.577	.447	-.149
	Sig. (2-tailed)	.807	.134	.267	.725
	N	8	8	8	8

XXVII

Correlations

		VAR00033	VAR00034	VAR00035	VAR00036
VAR00001	Pearson Correlation	.775[*]	.603	.405	-.356
	Sig. (2-tailed)	.024	.114	.320	.387
	N	8	8	8	8
VAR00002	Pearson Correlation	.149	-.174	.545	.754[*]
	Sig. (2-tailed)	.725	.680	.162	.031
	N	8	8	8	8
VAR00003	Pearson Correlation	.207	.241	-.540	-.171
	Sig. (2-tailed)	.623	.565	.167	.686
	N	8	8	8	8
VAR00004	Pearson Correlation	.000	-.174	.000	.411
	Sig. (2-tailed)	1.000	.680	1.000	.312
	N	8	8	8	8
VAR00005	Pearson Correlation	-.261	-.577	.319	.708[*]
	Sig. (2-tailed)	.532	.135	.442	.050
	N	8	8	8	8
VAR00006	Pearson Correlation	.293	.342	.459	.045
	Sig. (2-tailed)	.482	.407	.253	.916
	N	8	8	8	8
VAR00007	Pearson Correlation	.124	.145	.022	.627
	Sig. (2-tailed)	.770	.732	.960	.096
	N	8	8	8	8
VAR00008	Pearson Correlation	-.183	-.426	.095	.587
	Sig. (2-tailed)	.665	.292	.822	.126
	N	8	8	8	8
VAR00009	Pearson Correlation	-.234	-.273	.122	.394
	Sig. (2-tailed)	.578	.513	.774	.335
	N	8	8	8	8
VAR00010	Pearson Correlation	-.296	-.069	.155	.790[*]
	Sig. (2-tailed)	.476	.871	.715	.020
	N	8	8	8	8
VAR00011	Pearson Correlation	.447	.174	.078	-.206
	Sig. (2-tailed)	.267	.680	.855	.625
	N	8	8	8	8

XXVIII

Correlations

		VAR00037	VAR00038	VAR00039	VAR00040
VAR00001	Pearson Correlation	-.099	.146	.775[*]	.000
	Sig. (2-tailed)	.816	.730	.024	1.000
	N	8	8	8	8
VAR00002	Pearson Correlation	.853[**]	.758[*]	.447	.408
	Sig. (2-tailed)	.007	.029	.267	.315
	N	8	8	8	8
VAR00003	Pearson Correlation	.237	-.444	.455	.793[*]
	Sig. (2-tailed)	.573	.271	.258	.019
	N	8	8	8	8
VAR00004	Pearson Correlation	.796[*]	.168	.596	.816[*]
	Sig. (2-tailed)	.018	.690	.119	.013
	N	8	8	8	8
VAR00005	Pearson Correlation	.588	.640	.029	.080
	Sig. (2-tailed)	.126	.087	.946	.851
	N	8	8	8	8
VAR00006	Pearson Correlation	.335	.165	.488	.267
	Sig. (2-tailed)	.417	.695	.220	.522
	N	8	8	8	8
VAR00007	Pearson Correlation	.647	.257	-.124	.566
	Sig. (2-tailed)	.083	.539	.770	.143
	N	8	8	8	8
VAR00008	Pearson Correlation	.766[*]	.309	.183	.500
	Sig. (2-tailed)	.027	.456	.665	.207
	N	8	8	8	8
VAR00009	Pearson Correlation	.683	.220	.545	.640
	Sig. (2-tailed)	.062	.601	.162	.088
	N	8	8	8	8
VAR00010	Pearson Correlation	.746[*]	.368	.059	.649
	Sig. (2-tailed)	.034	.370	.889	.082
	N	8	8	8	8
VAR00011	Pearson Correlation	.284	-.084	.745[*]	.408
	Sig. (2-tailed)	.495	.843	.034	.315
	N	8	8	8	8

Correlations

		Total
VAR00001	Pearson Correlation	.120
	Sig. (2-tailed)	.776
	N	8
VAR00002	Pearson Correlation	.874**
	Sig. (2-tailed)	.005
	N	8
VAR00003	Pearson Correlation	.132
	Sig. (2-tailed)	.755
	N	8
VAR00004	Pearson Correlation	.715*
	Sig. (2-tailed)	.046
	N	8
VAR00005	Pearson Correlation	.511
	Sig. (2-tailed)	.196
	N	8
VAR00006	Pearson Correlation	.494
	Sig. (2-tailed)	.213
	N	8
VAR00007	Pearson Correlation	.606
	Sig. (2-tailed)	.111
	N	8
VAR00008	Pearson Correlation	.718*
	Sig. (2-tailed)	.045
	N	8
VAR00009	Pearson Correlation	.560
	Sig. (2-tailed)	.149
	N	8
VAR00010	Pearson Correlation	.568
	Sig. (2-tailed)	.142
	N	8
VAR00011	Pearson Correlation	.437
	Sig. (2-tailed)	.279
	N	8

XXX

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004
VAR00012	Pearson Correlation	-.378	.655	-.061	.436
	Sig. (2-tailed)	.356	.078	.887	.280
	N	8	8	8	8
VAR00013	Pearson Correlation	.577	-.333	-.277	-.333
	Sig. (2-tailed)	.134	.420	.506	.420
	N	8	8	8	8
VAR00014	Pearson Correlation	.000	.333	.092	.333
	Sig. (2-tailed)	1.000	.420	.828	.420
	N	8	8	8	8
VAR00015	Pearson Correlation	.000	.174	-.241	.174
	Sig. (2-tailed)	1.000	.680	.565	.680
	N	8	8	8	8
VAR00016	Pearson Correlation	.296	.171	-.521	-.341
	Sig. (2-tailed)	.477	.686	.186	.408
	N	8	8	8	8
VAR00017	Pearson Correlation	-.322	.681	.395	.867**
	Sig. (2-tailed)	.437	.063	.333	.005
	N	8	8	8	8
VAR00018	Pearson Correlation	-.405	.234	.669	.623
	Sig. (2-tailed)	.320	.578	.069	.099
	N	8	8	8	8
VAR00019	Pearson Correlation	-.378	.218	.061	.000
	Sig. (2-tailed)	.356	.604	.887	1.000
	N	8	8	8	8
VAR00020	Pearson Correlation	-.209	.602	.301	.722*
	Sig. (2-tailed)	.620	.114	.470	.043
	N	8	8	8	8
VAR00021	Pearson Correlation	.258	.149	-.455	-.298
	Sig. (2-tailed)	.537	.725	.258	.473
	N	8	8	8	8
VAR00022	Pearson Correlation	.250	.866**	.000	.577
	Sig. (2-tailed)	.550	.005	1.000	.134
	N	8	8	8	8
VAR00023	Pearson Correlation	.000	.333	.647	.667
	Sig. (2-tailed)	1.000	.420	.083	.071
	N	8	8	8	8
VAR00024	Pearson Correlation	.000	.333	-.462	-.333
	Sig. (2-tailed)	1.000	.420	.249	.420
	N	8	8	8	8

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XXXI

Correlations

		VAR00005	VAR00006	VAR00007	VAR00008
VAR00012	Pearson Correlation	.553	.143	.787*	.802*
	Sig. (2-tailed)	.155	.736	.021	.017
	N	8	8	8	8
VAR00013	Pearson Correlation	-.585	.655	-.462	-.408
	Sig. (2-tailed)	.128	.078	.249	.315
	N	8	8	8	8
VAR00014	Pearson Correlation	-.065	.655	.647	.408
	Sig. (2-tailed)	.879	.078	.083	.315
	N	8	8	8	8
VAR00015	Pearson Correlation	.034	.570	.048	.426
	Sig. (2-tailed)	.936	.140	.910	.292
	N	8	8	8	8
VAR00016	Pearson Correlation	-.033	.335	.142	-.209
	Sig. (2-tailed)	.938	.417	.737	.619
	N	8	8	8	8
VAR00017	Pearson Correlation	.446	.365	.704	.834*
	Sig. (2-tailed)	.268	.374	.051	.010
	N	8	8	8	8
VAR00018	Pearson Correlation	.319	-.357	.367	.477
	Sig. (2-tailed)	.442	.386	.371	.232
	N	8	8	8	8
VAR00019	Pearson Correlation	.128	-.143	.908**	.267
	Sig. (2-tailed)	.763	.736	.002	.522
	N	8	8	8	8
VAR00020	Pearson Correlation	.258	.552	.768*	.737*
	Sig. (2-tailed)	.537	.156	.026	.037
	N	8	8	8	8
VAR00021	Pearson Correlation	-.029	.293	.124	-.183
	Sig. (2-tailed)	.946	.482	.770	.665
	N	8	8	8	8
VAR00022	Pearson Correlation	.563	.378	.480	.707*
	Sig. (2-tailed)	.147	.356	.228	.050
	N	8	8	8	8
VAR00023	Pearson Correlation	.065	.218	.462	.408
	Sig. (2-tailed)	.879	.604	.249	.315
	N	8	8	8	8
VAR00024	Pearson Correlation	.585	-.655	.092	.000
	Sig. (2-tailed)	.128	.078	.828	1.000
	N	8	8	8	8

XXXII

Correlations

		VAR00009	VAR00010	VAR00011	VAR00012
VAR00012	Pearson Correlation	.114	.260	.218	1
	Sig. (2-tailed)	.788	.534	.604	
	N	8	8	8	8
VAR00013	Pearson Correlation	-.174	-.397	.333	-.218
	Sig. (2-tailed)	.680	.330	.420	.604
	N	8	8	8	8
VAR00014	Pearson Correlation	.174	.397	.333	.655
	Sig. (2-tailed)	.680	.330	.420	.078
	N	8	8	8	8
VAR00015	Pearson Correlation	.091	-.208	.522	.570
	Sig. (2-tailed)	.830	.622	.184	.140
	N	8	8	8	8
VAR00016	Pearson Correlation	-.267	.113	-.171	.112
	Sig. (2-tailed)	.522	.790	.686	.792
	N	8	8	8	8
VAR00017	Pearson Correlation	.743[*]	.812[*]	.309	.608
	Sig. (2-tailed)	.034	.014	.456	.110
	N	8	8	8	8
VAR00018	Pearson Correlation	.447	.402	.078	.153
	Sig. (2-tailed)	.267	.323	.855	.718
	N	8	8	8	8
VAR00019	Pearson Correlation	-.342	.260	-.218	.714[*]
	Sig. (2-tailed)	.407	.534	.604	.047
	N	8	8	8	8
VAR00020	Pearson Correlation	.566	.718[*]	.361	.709[*]
	Sig. (2-tailed)	.144	.045	.379	.049
	N	8	8	8	8
VAR00021	Pearson Correlation	-.234	.178	-.149	.098
	Sig. (2-tailed)	.578	.674	.725	.818
	N	8	8	8	8
VAR00022	Pearson Correlation	.302	.115	.577	.756[*]
	Sig. (2-tailed)	.468	.787	.134	.030
	N	8	8	8	8
VAR00023	Pearson Correlation	.522	.397	.333	.218
	Sig. (2-tailed)	.184	.330	.420	.604
	N	8	8	8	8
VAR00024	Pearson Correlation	-.522	-.397	-.333	.218
	Sig. (2-tailed)	.184	.330	.420	.604
	N	8	8	8	8

XXXIII

Correlations

		VAR00013	VAR00014	VAR00015	VAR00016
VAR00012	Pearson Correlation	-.218	.655	.570	.112
	Sig. (2-tailed)	.604	.078	.140	.792
	N	8	8	8	8
VAR00013	Pearson Correlation	1	.333	.522	.512
	Sig. (2-tailed)		.420	.184	.195
	N	8	8	8	8
VAR00014	Pearson Correlation	.333	1	.522	.512
	Sig. (2-tailed)	.420		.184	.195
	N	8	8	8	8
VAR00015	Pearson Correlation	.522	.522	1	.089
	Sig. (2-tailed)	.184	.184		.834
	N	8	8	8	8
VAR00016	Pearson Correlation	.512	.512	.089	1
	Sig. (2-tailed)	.195	.195	.834	
	N	8	8	8	8
VAR00017	Pearson Correlation	-.433	.557	.097	-.095
	Sig. (2-tailed)	.284	.151	.819	.823
	N	8	8	8	8
VAR00018	Pearson Correlation	-.856**	-.234	-.366	-.757*
	Sig. (2-tailed)	.007	.578	.373	.030
	N	8	8	8	8
VAR00019	Pearson Correlation	-.218	.655	.114	.335
	Sig. (2-tailed)	.604	.078	.788	.417
	N	8	8	8	8
VAR00020	Pearson Correlation	-.120	.843**	.314	.185
	Sig. (2-tailed)	.776	.009	.448	.661
	N	8	8	8	8
VAR00021	Pearson Correlation	.447	.447	.078	.941**
	Sig. (2-tailed)	.267	.267	.855	.000
	N	8	8	8	8
VAR00022	Pearson Correlation	.000	.577	.452	.296
	Sig. (2-tailed)	1.000	.134	.261	.477
	N	8	8	8	8
VAR00023	Pearson Correlation	-.333	.333	-.174	-.284
	Sig. (2-tailed)	.420	.420	.680	.495
	N	8	8	8	8
VAR00024	Pearson Correlation	-.333	-.333	-.174	.171
	Sig. (2-tailed)	.420	.420	.680	.686
	N	8	8	8	8

XXXIV

Correlations

		VAR00017	VAR00018	VAR00019	VAR00020
VAR00012	Pearson Correlation	.608	.153	.714*	.709*
	Sig. (2-tailed)	.110	.718	.047	.049
	N	8	8	8	8
VAR00013	Pearson Correlation	-.433	-.856**	-.218	-.120
	Sig. (2-tailed)	.284	.007	.604	.776
	N	8	8	8	8
VAR00014	Pearson Correlation	.557	-.234	.655	.843**
	Sig. (2-tailed)	.151	.578	.078	.009
	N	8	8	8	8
VAR00015	Pearson Correlation	.097	-.366	.114	.314
	Sig. (2-tailed)	.819	.373	.788	.448
	N	8	8	8	8
VAR00016	Pearson Correlation	-.095	-.757*	.335	.185
	Sig. (2-tailed)	.823	.030	.417	.661
	N	8	8	8	8
VAR00017	Pearson Correlation	1	.564	.365	.917**
	Sig. (2-tailed)		.146	.374	.001
	N	8	8	8	8
VAR00018	Pearson Correlation	.564	1	.051	.253
	Sig. (2-tailed)	.146		.905	.545
	N	8	8	8	8
VAR00019	Pearson Correlation	.365	.051	1	.552
	Sig. (2-tailed)	.374	.905		.156
	N	8	8	8	8
VAR00020	Pearson Correlation	.917**	.253	.552	1
	Sig. (2-tailed)	.001	.545	.156	
	N	8	8	8	8
VAR00021	Pearson Correlation	-.083	-.661	.293	.162
	Sig. (2-tailed)	.845	.074	.482	.702
	N	8	8	8	8
VAR00022	Pearson Correlation	.536	.000	.378	.626
	Sig. (2-tailed)	.171	1.000	.356	.097
	N	8	8	8	8
VAR00023	Pearson Correlation	.681	.545	.218	.602
	Sig. (2-tailed)	.063	.162	.604	.114
	N	8	8	8	8
VAR00024	Pearson Correlation	-.309	-.078	.218	-.361
	Sig. (2-tailed)	.456	.855	.604	.379
	N	8	8	8	8

Correlations

		VAR00021	VAR00022	VAR00023	VAR00024
VAR00012	Pearson Correlation	.098	.756[*]	.218	.218
	Sig. (2-tailed)	.818	.030	.604	.604
	N	8	8	8	8
VAR00013	Pearson Correlation	.447	.000	-.333	-.333
	Sig. (2-tailed)	.267	1.000	.420	.420
	N	8	8	8	8
VAR00014	Pearson Correlation	.447	.577	.333	-.333
	Sig. (2-tailed)	.267	.134	.420	.420
	N	8	8	8	8
VAR00015	Pearson Correlation	.078	.452	-.174	-.174
	Sig. (2-tailed)	.855	.261	.680	.680
	N	8	8	8	8
VAR00016	Pearson Correlation	.941[**]	.296	-.284	.171
	Sig. (2-tailed)	.000	.477	.495	.686
	N	8	8	8	8
VAR00017	Pearson Correlation	-.083	.536	.681	-.309
	Sig. (2-tailed)	.845	.171	.063	.456
	N	8	8	8	8
VAR00018	Pearson Correlation	-.661	.000	.545	-.078
	Sig. (2-tailed)	.074	1.000	.162	.855
	N	8	8	8	8
VAR00019	Pearson Correlation	.293	.378	.218	.218
	Sig. (2-tailed)	.482	.356	.604	.604
	N	8	8	8	8
VAR00020	Pearson Correlation	.162	.626	.602	-.361
	Sig. (2-tailed)	.702	.097	.114	.379
	N	8	8	8	8
VAR00021	Pearson Correlation	1	.258	-.447	.149
	Sig. (2-tailed)		.537	.267	.725
	N	8	8	8	8
VAR00022	Pearson Correlation	.258	1	.289	.289
	Sig. (2-tailed)	.537		.488	.488
	N	8	8	8	8
VAR00023	Pearson Correlation	-.447	.289	1	-.333
	Sig. (2-tailed)	.267	.488		.420
	N	8	8	8	8
VAR00024	Pearson Correlation	.149	.289	-.333	1
	Sig. (2-tailed)	.725	.488	.420	
	N	8	8	8	8

XXXVI

Correlations

		VAR00025	VAR00026	VAR00027	VAR00028
VAR00012	Pearson Correlation	.045	-.488	.182	.098
	Sig. (2-tailed)	.916	.220	.667	.818
	N	8	8	8	8
VAR00013	Pearson Correlation	.480	.745*	-.647	.447
	Sig. (2-tailed)	.229	.034	.083	.267
	N	8	8	8	8
VAR00014	Pearson Correlation	.206	.149	.092	.447
	Sig. (2-tailed)	.625	.725	.828	.267
	N	8	8	8	8
VAR00015	Pearson Correlation	.179	-.078	-.435	.078
	Sig. (2-tailed)	.672	.855	.282	.855
	N	8	8	8	8
VAR00016	Pearson Correlation	.854**	.687	-.142	.534
	Sig. (2-tailed)	.007	.060	.737	.173
	N	8	8	8	8
VAR00017	Pearson Correlation	-.191	-.360	.807*	-.083
	Sig. (2-tailed)	.651	.381	.016	.845
	N	8	8	8	8
VAR00018	Pearson Correlation	-.752*	-.731*	.669	-.383
	Sig. (2-tailed)	.031	.039	.069	.349
	N	8	8	8	8
VAR00019	Pearson Correlation	-.045	-.293	.061	.293
	Sig. (2-tailed)	.916	.482	.887	.482
	N	8	8	8	8
VAR00020	Pearson Correlation	-.025	-.162	.568	.162
	Sig. (2-tailed)	.954	.702	.142	.702
	N	8	8	8	8
VAR00021	Pearson Correlation	.827*	.600	-.124	.467
	Sig. (2-tailed)	.011	.116	.770	.244
	N	8	8	8	8
VAR00022	Pearson Correlation	.356	.000	.320	.516
	Sig. (2-tailed)	.387	1.000	.439	.190
	N	8	8	8	8
VAR00023	Pearson Correlation	-.480	-.149	.647	.149
	Sig. (2-tailed)	.229	.725	.083	.725
	N	8	8	8	8
VAR00024	Pearson Correlation	.343	-.149	-.092	.149
	Sig. (2-tailed)	.406	.725	.828	.725
	N	8	8	8	8

XXXVII

Correlations

		VAR00029	VAR00030	VAR00031	VAR00032
VAR00012	Pearson Correlation	.068	.378	.488	-.293
	Sig. (2-tailed)	.873	.356	.220	.482
	N	8	8	8	8
VAR00013	Pearson Correlation	-.518	-.577	.447	.447
	Sig. (2-tailed)	.188	.134	.267	.267
	N	8	8	8	8
VAR00014	Pearson Correlation	-.518	.000	.447	.447
	Sig. (2-tailed)	.188	1.000	.267	.267
	N	8	8	8	8
VAR00015	Pearson Correlation	.054	.000	.545	-.234
	Sig. (2-tailed)	.899	1.000	.162	.578
	N	8	8	8	8
VAR00016	Pearson Correlation	-.761*	-.591	.534	.534
	Sig. (2-tailed)	.028	.123	.173	.173
	N	8	8	8	8
VAR00017	Pearson Correlation	.096	.643	-.083	-.083
	Sig. (2-tailed)	.821	.085	.845	.845
	N	8	8	8	8
VAR00018	Pearson Correlation	.509	.809*	-.522	-.383
	Sig. (2-tailed)	.198	.015	.184	.349
	N	8	8	8	8
VAR00019	Pearson Correlation	-.339	.000	.293	.293
	Sig. (2-tailed)	.411	1.000	.482	.482
	N	8	8	8	8
VAR00020	Pearson Correlation	-.187	.417	.162	.162
	Sig. (2-tailed)	.657	.304	.702	.702
	N	8	8	8	8
VAR00021	Pearson Correlation	-.788*	-.516	.467	.467
	Sig. (2-tailed)	.020	.190	.244	.244
	N	8	8	8	8
VAR00022	Pearson Correlation	-.180	.500	.775*	-.258
	Sig. (2-tailed)	.670	.207	.024	.537
	N	8	8	8	8
VAR00023	Pearson Correlation	.104	.577	-.149	.149
	Sig. (2-tailed)	.807	.134	.725	.725
	N	8	8	8	8
VAR00024	Pearson Correlation	.104	.000	.447	-.447
	Sig. (2-tailed)	.807	1.000	.267	.267
	N	8	8	8	8

XXXVIII

Correlations

		VAR00033	VAR00034	VAR00035	VAR00036
VAR00012	Pearson Correlation	.098	-.114	.153	.493
	Sig. (2-tailed)	.818	.788	.718	.214
	N	8	8	8	8
VAR00013	Pearson Correlation	.447	.522	.389	-.480
	Sig. (2-tailed)	.267	.184	.341	.229
	N	8	8	8	8
VAR00014	Pearson Correlation	.447	.522	.389	.343
	Sig. (2-tailed)	.267	.184	.341	.406
	N	8	8	8	8
VAR00015	Pearson Correlation	.078	-.091	.122	-.179
	Sig. (2-tailed)	.855	.830	.774	.672
	N	8	8	8	8
VAR00016	Pearson Correlation	.534	.624	.837[**]	.363
	Sig. (2-tailed)	.173	.098	.010	.378
	N	8	8	8	8
VAR00017	Pearson Correlation	-.083	-.097	.101	.700
	Sig. (2-tailed)	.845	.819	.812	.053
	N	8	8	8	8
VAR00018	Pearson Correlation	-.383	-.447	-.600	.240
	Sig. (2-tailed)	.349	.267	.116	.567
	N	8	8	8	8
VAR00019	Pearson Correlation	.293	.342	.051	.404
	Sig. (2-tailed)	.482	.407	.905	.321
	N	8	8	8	8
VAR00020	Pearson Correlation	.162	.189	.253	.619
	Sig. (2-tailed)	.702	.655	.545	.102
	N	8	8	8	8
VAR00021	Pearson Correlation	.467	.545	.731[*]	.398
	Sig. (2-tailed)	.244	.162	.039	.328
	N	8	8	8	8
VAR00022	Pearson Correlation	.516	.151	.539	.475
	Sig. (2-tailed)	.190	.722	.168	.235
	N	8	8	8	8
VAR00023	Pearson Correlation	.149	.174	-.078	.206
	Sig. (2-tailed)	.725	.680	.855	.625
	N	8	8	8	8
VAR00024	Pearson Correlation	.149	-.174	.234	.206
	Sig. (2-tailed)	.725	.680	.578	.625
	N	8	8	8	8

XXXIX

Correlations

		VAR00037	VAR00038	VAR00039	VAR00040
VAR00012	Pearson Correlation	.559	.276	-.098	.267
	Sig. (2-tailed)	.150	.509	.818	.522
	N	8	8	8	8
VAR00013	Pearson Correlation	-.398	-.084	.149	-.408
	Sig. (2-tailed)	.329	.843	.725	.315
	N	8	8	8	8
VAR00014	Pearson Correlation	.512	.253	.149	.408
	Sig. (2-tailed)	.195	.546	.725	.315
	N	8	8	8	8
VAR00015	Pearson Correlation	-.030	-.132	-.078	-.213
	Sig. (2-tailed)	.944	.755	.855	.612
	N	8	8	8	8
VAR00016	Pearson Correlation	.146	.647	.076	-.209
	Sig. (2-tailed)	.731	.083	.857	.619
	N	8	8	8	8
VAR00017	Pearson Correlation	.919**	.328	.305	.834*
	Sig. (2-tailed)	.001	.427	.463	.010
	N	8	8	8	8
VAR00018	Pearson Correlation	.412	-.216	.104	.667
	Sig. (2-tailed)	.311	.607	.806	.071
	N	8	8	8	8
VAR00019	Pearson Correlation	.335	.165	-.293	.267
	Sig. (2-tailed)	.417	.695	.482	.522
	N	8	8	8	8
VAR00020	Pearson Correlation	.842**	.335	.269	.737*
	Sig. (2-tailed)	.009	.418	.519	.037
	N	8	8	8	8
VAR00021	Pearson Correlation	.127	.565	.067	-.183
	Sig. (2-tailed)	.764	.145	.875	.665
	N	8	8	8	8
VAR00022	Pearson Correlation	.690	.583	.516	.354
	Sig. (2-tailed)	.058	.129	.190	.390
	N	8	8	8	8
VAR00023	Pearson Correlation	.626	.084	.447	.816*
	Sig. (2-tailed)	.097	.843	.267	.013
	N	8	8	8	8
VAR00024	Pearson Correlation	-.057	.421	-.149	-.408
	Sig. (2-tailed)	.894	.299	.725	.315
	N	8	8	8	8

XL

Correlations

		Total
VAR00012	Pearson Correlation	.637
	Sig. (2-tailed)	.089
	N	8
VAR00013	Pearson Correlation	-.119
	Sig. (2-tailed)	.779
	N	8
VAR00014	Pearson Correlation	.675
	Sig. (2-tailed)	.066
	N	8
VAR00015	Pearson Correlation	.187
	Sig. (2-tailed)	.658
	N	8
VAR00016	Pearson Correlation	.366
	Sig. (2-tailed)	.372
	N	8
VAR00017	Pearson Correlation	.804[*]
	Sig. (2-tailed)	.016
	N	8
VAR00018	Pearson Correlation	.139
	Sig. (2-tailed)	.742
	N	8
VAR00019	Pearson Correlation	.390
	Sig. (2-tailed)	.339
	N	8
VAR00020	Pearson Correlation	.846[**]
	Sig. (2-tailed)	.008
	N	8
VAR00021	Pearson Correlation	.338
	Sig. (2-tailed)	.414
	N	8
VAR00022	Pearson Correlation	.860[**]
	Sig. (2-tailed)	.006
	N	8
VAR00023	Pearson Correlation	.497
	Sig. (2-tailed)	.211
	N	8
VAR00024	Pearson Correlation	.000
	Sig. (2-tailed)	1.000
	N	8

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004
VAR00025	Pearson Correlation	.356	.343	-.741*	-.274
	Sig. (2-tailed)	.387	.406	.035	.511
	N	8	8	8	8
VAR00026	Pearson Correlation	.775*	-.149	-.207	-.298
	Sig. (2-tailed)	.024	.725	.623	.473
	N	8	8	8	8
VAR00027	Pearson Correlation	-.160	.647	.385	.740*
	Sig. (2-tailed)	.705	.083	.347	.036
	N	8	8	8	8
VAR00028	Pearson Correlation	.775*	.149	.207	.000
	Sig. (2-tailed)	.024	.725	.623	1.000
	N	8	8	8	8
VAR00029	Pearson Correlation	-.539	.104	-.086	.207
	Sig. (2-tailed)	.168	.807	.839	.622
	N	8	8	8	8
VAR00030	Pearson Correlation	.000	.577	.641	.866**
	Sig. (2-tailed)	1.000	.134	.087	.005
	N	8	8	8	8
VAR00031	Pearson Correlation	.516	.447	-.289	.000
	Sig. (2-tailed)	.190	.267	.487	1.000
	N	8	8	8	8
VAR00032	Pearson Correlation	.258	-.447	.207	-.298
	Sig. (2-tailed)	.537	.267	.623	.473
	N	8	8	8	8
VAR00033	Pearson Correlation	.775*	.149	.207	.000
	Sig. (2-tailed)	.024	.725	.623	1.000
	N	8	8	8	8
VAR00034	Pearson Correlation	.603	-.174	.241	-.174
	Sig. (2-tailed)	.114	.680	.565	.680
	N	8	8	8	8
VAR00035	Pearson Correlation	.405	.545	-.540	.000
	Sig. (2-tailed)	.320	.162	.167	1.000
	N	8	8	8	8
VAR00036	Pearson Correlation	-.356	.754*	-.171	.411
	Sig. (2-tailed)	.387	.031	.686	.312
	N	8	8	8	8
VAR00037	Pearson Correlation	-.099	.853**	.237	.796*
	Sig. (2-tailed)	.816	.007	.573	.018
	N	8	8	8	8

XLII

Correlations

		VAR00005	VAR00006	VAR00007	VAR00008
VAR00025	Pearson Correlation	.254	.314	-.171	-.084
	Sig. (2-tailed)	.544	.449	.686	.843
	N	8	8	8	8
VAR00026	Pearson Correlation	-.436	.488	-.455	-.548
	Sig. (2-tailed)	.281	.220	.258	.160
	N	8	8	8	8
VAR00027	Pearson Correlation	.522	.061	.436	.566
	Sig. (2-tailed)	.184	.887	.280	.143
	N	8	8	8	8
VAR00028	Pearson Correlation	-.261	.293	.124	-.183
	Sig. (2-tailed)	.532	.482	.770	.665
	N	8	8	8	8
VAR00029	Pearson Correlation	.465	-.339	-.144	.381
	Sig. (2-tailed)	.246	.411	.734	.352
	N	8	8	8	8
VAR00030	Pearson Correlation	.450	.000	.320	.707[*]
	Sig. (2-tailed)	.263	1.000	.439	.050
	N	8	8	8	8
VAR00031	Pearson Correlation	.203	.293	.124	.183
	Sig. (2-tailed)	.629	.482	.770	.665
	N	8	8	8	8
VAR00032	Pearson Correlation	-.726[*]	.293	.124	-.548
	Sig. (2-tailed)	.041	.482	.770	.160
	N	8	8	8	8
VAR00033	Pearson Correlation	-.261	.293	.124	-.183
	Sig. (2-tailed)	.532	.482	.770	.665
	N	8	8	8	8
VAR00034	Pearson Correlation	-.577	.342	.145	-.426
	Sig. (2-tailed)	.135	.407	.732	.292
	N	8	8	8	8
VAR00035	Pearson Correlation	.319	.459	.022	.095
	Sig. (2-tailed)	.442	.253	.960	.822
	N	8	8	8	8
VAR00036	Pearson Correlation	.708[*]	.045	.627	.587
	Sig. (2-tailed)	.050	.916	.096	.126
	N	8	8	8	8
VAR00037	Pearson Correlation	.588	.335	.647	.766[*]
	Sig. (2-tailed)	.126	.417	.083	.027
	N	8	8	8	8

XLIII

Correlations

		VAR00009	VAR00010	VAR00011	VAR00012
VAR00025	Pearson Correlation	-.107	-.027	-.069	.045
	Sig. (2-tailed)	.800	.949	.872	.916
	N	8	8	8	8
VAR00026	Pearson Correlation	-.078	-.178	.149	-.488
	Sig. (2-tailed)	.855	.674	.725	.220
	N	8	8	8	8
VAR00027	Pearson Correlation	.724*	.771*	.092	.182
	Sig. (2-tailed)	.042	.025	.828	.667
	N	8	8	8	8
VAR00028	Pearson Correlation	-.234	-.296	.447	.098
	Sig. (2-tailed)	.578	.476	.267	.818
	N	8	8	8	8
VAR00029	Pearson Correlation	.271	-.041	-.104	.068
	Sig. (2-tailed)	.517	.923	.807	.873
	N	8	8	8	8
VAR00030	Pearson Correlation	.603	.229	.577	.378
	Sig. (2-tailed)	.114	.585	.134	.356
	N	8	8	8	8
VAR00031	Pearson Correlation	-.234	-.415	.447	.488
	Sig. (2-tailed)	.578	.307	.267	.220
	N	8	8	8	8
VAR00032	Pearson Correlation	-.234	.178	-.149	-.293
	Sig. (2-tailed)	.578	.674	.725	.482
	N	8	8	8	8
VAR00033	Pearson Correlation	-.234	-.296	.447	.098
	Sig. (2-tailed)	.578	.476	.267	.818
	N	8	8	8	8
VAR00034	Pearson Correlation	-.273	-.069	.174	-.114
	Sig. (2-tailed)	.513	.871	.680	.788
	N	8	8	8	8
VAR00035	Pearson Correlation	.122	.155	.078	.153
	Sig. (2-tailed)	.774	.715	.855	.718
	N	8	8	8	8
VAR00036	Pearson Correlation	.394	.790*	-.206	.493
	Sig. (2-tailed)	.335	.020	.625	.214
	N	8	8	8	8
VAR00037	Pearson Correlation	.683	.746*	.284	.559
	Sig. (2-tailed)	.062	.034	.495	.150
	N	8	8	8	8

XLIV

Correlations

		VAR00013	VAR00014	VAR00015	VAR00016
VAR00025	Pearson Correlation	.480	.206	.179	.854**
	Sig. (2-tailed)	.229	.625	.672	.007
	N	8	8	8	8
VAR00026	Pearson Correlation	.745*	.149	-.078	.687
	Sig. (2-tailed)	.034	.725	.855	.060
	N	8	8	8	8
VAR00027	Pearson Correlation	-.647	.092	-.435	-.142
	Sig. (2-tailed)	.083	.828	.282	.737
	N	8	8	8	8
VAR00028	Pearson Correlation	.447	.447	.078	.534
	Sig. (2-tailed)	.267	.267	.855	.173
	N	8	8	8	8
VAR00029	Pearson Correlation	-.518	-.518	.054	-.761*
	Sig. (2-tailed)	.188	.188	.899	.028
	N	8	8	8	8
VAR00030	Pearson Correlation	-.577	.000	.000	-.591
	Sig. (2-tailed)	.134	1.000	1.000	.123
	N	8	8	8	8
VAR00031	Pearson Correlation	.447	.447	.545	.534
	Sig. (2-tailed)	.267	.267	.162	.173
	N	8	8	8	8
VAR00032	Pearson Correlation	.447	.447	-.234	.534
	Sig. (2-tailed)	.267	.267	.578	.173
	N	8	8	8	8
VAR00033	Pearson Correlation	.447	.447	.078	.534
	Sig. (2-tailed)	.267	.267	.855	.173
	N	8	8	8	8
VAR00034	Pearson Correlation	.522	.522	-.091	.624
	Sig. (2-tailed)	.184	.184	.830	.098
	N	8	8	8	8
VAR00035	Pearson Correlation	.389	.389	.122	.837**
	Sig. (2-tailed)	.341	.341	.774	.010
	N	8	8	8	8
VAR00036	Pearson Correlation	-.480	.343	-.179	.363
	Sig. (2-tailed)	.229	.406	.672	.378
	N	8	8	8	8
VAR00037	Pearson Correlation	-.398	.512	-.030	.146
	Sig. (2-tailed)	.329	.195	.944	.731
	N	8	8	8	8

XLV

Correlations

		VAR00017	VAR00018	VAR00019	VAR00020
VAR00025	Pearson Correlation	-.191	-.752[*]	-.045	-.025
	Sig. (2-tailed)	.651	.031	.916	.954
	N	8	8	8	8
VAR00026	Pearson Correlation	-.360	-.731[*]	-.293	-.162
	Sig. (2-tailed)	.381	.039	.482	.702
	N	8	8	8	8
VAR00027	Pearson Correlation	.807[*]	.669	.061	.568
	Sig. (2-tailed)	.016	.069	.887	.142
	N	8	8	8	8
VAR00028	Pearson Correlation	-.083	-.383	.293	.162
	Sig. (2-tailed)	.845	.349	.482	.702
	N	8	8	8	8
VAR00029	Pearson Correlation	.096	.509	-.339	-.187
	Sig. (2-tailed)	.821	.198	.411	.657
	N	8	8	8	8
VAR00030	Pearson Correlation	.643	.809[*]	.000	.417
	Sig. (2-tailed)	.085	.015	1.000	.304
	N	8	8	8	8
VAR00031	Pearson Correlation	-.083	-.522	.293	.162
	Sig. (2-tailed)	.845	.184	.482	.702
	N	8	8	8	8
VAR00032	Pearson Correlation	-.083	-.383	.293	.162
	Sig. (2-tailed)	.845	.349	.482	.702
	N	8	8	8	8
VAR00033	Pearson Correlation	-.083	-.383	.293	.162
	Sig. (2-tailed)	.845	.349	.482	.702
	N	8	8	8	8
VAR00034	Pearson Correlation	-.097	-.447	.342	.189
	Sig. (2-tailed)	.819	.267	.407	.655
	N	8	8	8	8
VAR00035	Pearson Correlation	.101	-.600	.051	.253
	Sig. (2-tailed)	.812	.116	.905	.545
	N	8	8	8	8
VAR00036	Pearson Correlation	.700	.240	.404	.619
	Sig. (2-tailed)	.053	.567	.321	.102
	N	8	8	8	8
VAR00037	Pearson Correlation	.919[**]	.412	.335	.842[**]
	Sig. (2-tailed)	.001	.311	.417	.009
	N	8	8	8	8

XLVI

Correlations

		VAR00021	VAR00022	VAR00023	VAR00024
VAR00025	Pearson Correlation	.827[*]	.356	-.480	.343
	Sig. (2-tailed)	.011	.387	.229	.406
	N	8	8	8	8
VAR00026	Pearson Correlation	.600	.000	-.149	-.149
	Sig. (2-tailed)	.116	1.000	.725	.725
	N	8	8	8	8
VAR00027	Pearson Correlation	-.124	.320	.647	-.092
	Sig. (2-tailed)	.770	.439	.083	.828
	N	8	8	8	8
VAR00028	Pearson Correlation	.467	.516	.149	.149
	Sig. (2-tailed)	.244	.190	.725	.725
	N	8	8	8	8
VAR00029	Pearson Correlation	-.788[*]	-.180	.104	.104
	Sig. (2-tailed)	.020	.670	.807	.807
	N	8	8	8	8
VAR00030	Pearson Correlation	-.516	.500	.577	.000
	Sig. (2-tailed)	.190	.207	.134	1.000
	N	8	8	8	8
VAR00031	Pearson Correlation	.467	.775[*]	-.149	.447
	Sig. (2-tailed)	.244	.024	.725	.267
	N	8	8	8	8
VAR00032	Pearson Correlation	.467	-.258	.149	-.447
	Sig. (2-tailed)	.244	.537	.725	.267
	N	8	8	8	8
VAR00033	Pearson Correlation	.467	.516	.149	.149
	Sig. (2-tailed)	.244	.190	.725	.725
	N	8	8	8	8
VAR00034	Pearson Correlation	.545	.151	.174	-.174
	Sig. (2-tailed)	.162	.722	.680	.680
	N	8	8	8	8
VAR00035	Pearson Correlation	.731[*]	.539	-.078	.234
	Sig. (2-tailed)	.039	.168	.855	.578
	N	8	8	8	8
VAR00036	Pearson Correlation	.398	.475	.206	.206
	Sig. (2-tailed)	.328	.235	.625	.625
	N	8	8	8	8
VAR00037	Pearson Correlation	.127	.690	.626	-.057
	Sig. (2-tailed)	.764	.058	.097	.894
	N	8	8	8	8

XLVII

Correlations

		VAR00025	VAR00026	VAR00027	VAR00028
VAR00025	Pearson Correlation	1	.643	-.133	.337
	Sig. (2-tailed)		.085	.754	.414
	N	8	8	8	8
VAR00026	Pearson Correlation	.643	1	-.207	.600
	Sig. (2-tailed)	.085		.623	.116
	N	8	8	8	8
VAR00027	Pearson Correlation	-.133	-.207	1	-.124
	Sig. (2-tailed)	.754	.623		.770
	N	8	8	8	8
VAR00028	Pearson Correlation	.337	.600	-.124	1
	Sig. (2-tailed)	.414	.116	.770	
	N	8	8	8	8
VAR00029	Pearson Correlation	-.448	-.696	.144	-.788[*]
	Sig. (2-tailed)	.266	.055	.734	.020
	N	8	8	8	8
VAR00030	Pearson Correlation	-.475	-.516	.641	.000
	Sig. (2-tailed)	.235	.190	.087	1.000
	N	8	8	8	8
VAR00031	Pearson Correlation	.582	.333	-.289	.733[*]
	Sig. (2-tailed)	.130	.420	.487	.038
	N	8	8	8	8
VAR00032	Pearson Correlation	.092	.600	-.124	.467
	Sig. (2-tailed)	.829	.116	.770	.244
	N	8	8	8	8
VAR00033	Pearson Correlation	.337	.600	-.124	1.000[**]
	Sig. (2-tailed)	.414	.116	.770	.000
	N	8	8	8	8
VAR00034	Pearson Correlation	.250	.701	-.145	.856[**]
	Sig. (2-tailed)	.550	.053	.732	.007
	N	8	8	8	8
VAR00035	Pearson Correlation	.912[**]	.661	.151	.453
	Sig. (2-tailed)	.002	.074	.721	.260
	N	8	8	8	8
VAR00036	Pearson Correlation	.352	-.153	.741[*]	-.092
	Sig. (2-tailed)	.392	.717	.035	.829
	N	8	8	8	8
VAR00037	Pearson Correlation	.105	-.127	.868[**]	.127
	Sig. (2-tailed)	.804	.764	.005	.764
	N	8	8	8	8

XLVIII

Correlations

		VAR00029	VAR00030	VAR00031	VAR00032
VAR00025	Pearson Correlation	-.448	-.475	.582	.092
	Sig. (2-tailed)	.266	.235	.130	.829
	N	8	8	8	8
VAR00026	Pearson Correlation	-.696	-.516	.333	.600
	Sig. (2-tailed)	.055	.190	.420	.116
	N	8	8	8	8
VAR00027	Pearson Correlation	.144	.641	-.289	-.124
	Sig. (2-tailed)	.734	.087	.487	.770
	N	8	8	8	8
VAR00028	Pearson Correlation	-.788*	.000	.733*	.467
	Sig. (2-tailed)	.020	1.000	.038	.244
	N	8	8	8	8
VAR00029	Pearson Correlation	1	.359	-.417	-.788*
	Sig. (2-tailed)		.382	.304	.020
	N	8	8	8	8
VAR00030	Pearson Correlation	.359	1	.000	-.516
	Sig. (2-tailed)	.382		1.000	.190
	N	8	8	8	8
VAR00031	Pearson Correlation	-.417	.000	1	-.067
	Sig. (2-tailed)	.304	1.000		.875
	N	8	8	8	8
VAR00032	Pearson Correlation	-.788*	-.516	-.067	1
	Sig. (2-tailed)	.020	.190	.875	
	N	8	8	8	8
VAR00033	Pearson Correlation	-.788*	.000	.733*	.467
	Sig. (2-tailed)	.020	1.000	.038	.244
	N	8	8	8	8
VAR00034	Pearson Correlation	-.921**	-.302	.389	.856**
	Sig. (2-tailed)	.001	.468	.341	.007
	N	8	8	8	8
VAR00035	Pearson Correlation	-.460	-.270	.592	.174
	Sig. (2-tailed)	.251	.518	.122	.680
	N	8	8	8	8
VAR00036	Pearson Correlation	-.064	.237	.031	-.092
	Sig. (2-tailed)	.880	.571	.943	.829
	N	8	8	8	8
VAR00037	Pearson Correlation	-.053	.591	.127	-.076
	Sig. (2-tailed)	.901	.123	.764	.857
	N	8	8	8	8

XLIX

Correlations

		VAR00033	VAR00034	VAR00035	VAR00036
VAR00025	Pearson Correlation	.337	.250	.912**	.352
	Sig. (2-tailed)	.414	.550	.002	.392
	N	8	8	8	8
VAR00026	Pearson Correlation	.600	.701	.661	-.153
	Sig. (2-tailed)	.116	.053	.074	.717
	N	8	8	8	8
VAR00027	Pearson Correlation	-.124	-.145	.151	.741*
	Sig. (2-tailed)	.770	.732	.721	.035
	N	8	8	8	8
VAR00028	Pearson Correlation	1.000**	.856**	.453	-.092
	Sig. (2-tailed)	.000	.007	.260	.829
	N	8	8	8	8
VAR00029	Pearson Correlation	-.788*	-.921**	-.460	-.064
	Sig. (2-tailed)	.020	.001	.251	.880
	N	8	8	8	8
VAR00030	Pearson Correlation	.000	-.302	-.270	.237
	Sig. (2-tailed)	1.000	.468	.518	.571
	N	8	8	8	8
VAR00031	Pearson Correlation	.733*	.389	.592	.031
	Sig. (2-tailed)	.038	.341	.122	.943
	N	8	8	8	8
VAR00032	Pearson Correlation	.467	.856**	.174	-.092
	Sig. (2-tailed)	.244	.007	.680	.829
	N	8	8	8	8
VAR00033	Pearson Correlation	1	.856**	.453	-.092
	Sig. (2-tailed)		.007	.260	.829
	N	8	8	8	8
VAR00034	Pearson Correlation	.856**	1	.366	-.107
	Sig. (2-tailed)	.007		.373	.800
	N	8	8	8	8
VAR00035	Pearson Correlation	.453	.366	1	.496
	Sig. (2-tailed)	.260	.373		.211
	N	8	8	8	8
VAR00036	Pearson Correlation	-.092	-.107	.496	1
	Sig. (2-tailed)	.829	.800	.211	
	N	8	8	8	8
VAR00037	Pearson Correlation	.127	.030	.412	.830*
	Sig. (2-tailed)	.764	.944	.311	.011
	N	8	8	8	8

L

Correlations

		VAR00037	VAR00038	VAR00039	VAR00040
VAR00025	Pearson Correlation	.105	.744[*]	.153	-.420
	Sig. (2-tailed)	.804	.034	.717	.301
	N	8	8	8	8
VAR00026	Pearson Correlation	-.127	.339	.467	-.183
	Sig. (2-tailed)	.764	.411	.244	.665
	N	8	8	8	8
VAR00027	Pearson Correlation	.868[**]	.490	.455	.793[*]
	Sig. (2-tailed)	.005	.217	.258	.019
	N	8	8	8	8
VAR00028	Pearson Correlation	.127	.264	.600	.183
	Sig. (2-tailed)	.764	.528	.116	.665
	N	8	8	8	8
VAR00029	Pearson Correlation	-.053	-.236	-.325	-.127
	Sig. (2-tailed)	.901	.574	.433	.764
	N	8	8	8	8
VAR00030	Pearson Correlation	.591	.000	.516	.707[*]
	Sig. (2-tailed)	.123	1.000	.190	.050
	N	8	8	8	8
VAR00031	Pearson Correlation	.127	.414	.333	-.183
	Sig. (2-tailed)	.764	.308	.420	.665
	N	8	8	8	8
VAR00032	Pearson Correlation	-.076	-.038	.067	.183
	Sig. (2-tailed)	.857	.929	.875	.665
	N	8	8	8	8
VAR00033	Pearson Correlation	.127	.264	.600	.183
	Sig. (2-tailed)	.764	.528	.116	.665
	N	8	8	8	8
VAR00034	Pearson Correlation	.030	.132	.389	.213
	Sig. (2-tailed)	.944	.755	.341	.612
	N	8	8	8	8
VAR00035	Pearson Correlation	.412	.885[**]	.383	-.095
	Sig. (2-tailed)	.311	.003	.349	.822
	N	8	8	8	8
VAR00036	Pearson Correlation	.830[*]	.779[*]	.092	.420
	Sig. (2-tailed)	.011	.023	.829	.301
	N	8	8	8	8
VAR00037	Pearson Correlation	1	.647	.483	.766[*]
	Sig. (2-tailed)		.083	.225	.027
	N	8	8	8	8

Correlations

		Total
VAR00025	Pearson Correlation	.318
	Sig. (2-tailed)	.442
	N	8
VAR00026	Pearson Correlation	.071
	Sig. (2-tailed)	.867
	N	8
VAR00027	Pearson Correlation	.661
	Sig. (2-tailed)	.074
	N	8
VAR00028	Pearson Correlation	.391
	Sig. (2-tailed)	.338
	N	8
VAR00029	Pearson Correlation	-.272
	Sig. (2-tailed)	.515
	N	8
VAR00030	Pearson Correlation	.482
	Sig. (2-tailed)	.227
	N	8
VAR00031	Pearson Correlation	.444
	Sig. (2-tailed)	.270
	N	8
VAR00032	Pearson Correlation	.000
	Sig. (2-tailed)	1.000
	N	8
VAR00033	Pearson Correlation	.391
	Sig. (2-tailed)	.338
	N	8
VAR00034	Pearson Correlation	.228
	Sig. (2-tailed)	.587
	N	8
VAR00035	Pearson Correlation	.594
	Sig. (2-tailed)	.121
	N	8
VAR00036	Pearson Correlation	.743[*]
	Sig. (2-tailed)	.035
	N	8
VAR00037	Pearson Correlation	.936[**]
	Sig. (2-tailed)	.001
	N	8

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004
VAR00038	Pearson Correlation	.146	.758*	-.444	.168
	Sig. (2-tailed)	.730	.029	.271	.690
	N	8	8	8	8
VAR00039	Pearson Correlation	.775*	.447	.455	.596
	Sig. (2-tailed)	.024	.267	.258	.119
	N	8	8	8	8
VAR00040	Pearson Correlation	.000	.408	.793*	.816*
	Sig. (2-tailed)	1.000	.315	.019	.013
	N	8	8	8	8
Total	Pearson Correlation	.120	.874**	.132	.715*
	Sig. (2-tailed)	.776	.005	.755	.046
	N	8	8	8	8

Correlations

		VAR00005	VAR00006	VAR00007	VAR00008
VAR00038	Pearson Correlation	.640	.165	.257	.309
	Sig. (2-tailed)	.087	.695	.539	.456
	N	8	8	8	8
VAR00039	Pearson Correlation	.029	.488	-.124	.183
	Sig. (2-tailed)	.946	.220	.770	.665
	N	8	8	8	8
VAR00040	Pearson Correlation	.080	.267	.566	.500
	Sig. (2-tailed)	.851	.522	.143	.207
	N	8	8	8	8
Total	Pearson Correlation	.511	.494	.606	.718*
	Sig. (2-tailed)	.196	.213	.111	.045
	N	8	8	8	8

Correlations

		VAR00009	VAR00010	VAR00011	VAR00012
VAR00038	Pearson Correlation	.220	.368	-.084	.276
	Sig. (2-tailed)	.601	.370	.843	.509
	N	8	8	8	8
VAR00039	Pearson Correlation	.545	.059	.745[*]	-.098
	Sig. (2-tailed)	.162	.889	.034	.818
	N	8	8	8	8
VAR00040	Pearson Correlation	.640	.649	.408	.267
	Sig. (2-tailed)	.088	.082	.315	.522
	N	8	8	8	8
Total	Pearson Correlation	.560	.568	.437	.637
	Sig. (2-tailed)	.149	.142	.279	.089
	N	8	8	8	8

Correlations

		VAR00013	VAR00014	VAR00015	VAR00016
VAR00038	Pearson Correlation	-.084	.253	-.132	.647
	Sig. (2-tailed)	.843	.546	.755	.083
	N	8	8	8	8
VAR00039	Pearson Correlation	.149	.149	-.078	.076
	Sig. (2-tailed)	.725	.725	.855	.857
	N	8	8	8	8
VAR00040	Pearson Correlation	-.408	.408	-.213	-.209
	Sig. (2-tailed)	.315	.315	.612	.619
	N	8	8	8	8
Total	Pearson Correlation	-.119	.675	.187	.366
	Sig. (2-tailed)	.779	.066	.658	.372
	N	8	8	8	8

Correlations

		VAR00017	VAR00018	VAR00019	VAR00020
VAR00038	Pearson Correlation	.328	-.216	.165	.335
	Sig. (2-tailed)	.427	.607	.695	.418
	N	8	8	8	8
VAR00039	Pearson Correlation	.305	.104	-.293	.269
	Sig. (2-tailed)	.463	.806	.482	.519
	N	8	8	8	8
VAR00040	Pearson Correlation	.834[*]	.667	.267	.737[*]
	Sig. (2-tailed)	.010	.071	.522	.037
	N	8	8	8	8
Total	Pearson Correlation	.804[*]	.139	.390	.846[**]
	Sig. (2-tailed)	.016	.742	.339	.008
	N	8	8	8	8

Correlations

		VAR00021	VAR00022	VAR00023	VAR00024
VAR00038	Pearson Correlation	.565	.583	.084	.421
	Sig. (2-tailed)	.145	.129	.843	.299
	N	8	8	8	8
VAR00039	Pearson Correlation	.067	.516	.447	-.149
	Sig. (2-tailed)	.875	.190	.267	.725
	N	8	8	8	8
VAR00040	Pearson Correlation	-.183	.354	.816[*]	-.408
	Sig. (2-tailed)	.665	.390	.013	.315
	N	8	8	8	8
Total	Pearson Correlation	.338	.860[**]	.497	.000
	Sig. (2-tailed)	.414	.006	.211	1.000
	N	8	8	8	8

Correlations

		VAR00025	VAR00026	VAR00027	VAR00028
VAR00038	Pearson Correlation	.744[*]	.339	.490	.264
	Sig. (2-tailed)	.034	.411	.217	.528
	N	8	8	8	8
VAR00039	Pearson Correlation	.153	.467	.455	.600
	Sig. (2-tailed)	.717	.244	.258	.116
	N	8	8	8	8
VAR00040	Pearson Correlation	-.420	-.183	.793[*]	.183
	Sig. (2-tailed)	.301	.665	.019	.665
	N	8	8	8	8
Total	Pearson Correlation	.318	.071	.661	.391
	Sig. (2-tailed)	.442	.867	.074	.338
	N	8	8	8	8

Correlations

		VAR00029	VAR00030	VAR00031	VAR00032
VAR00038	Pearson Correlation	-.236	.000	.414	-.038
	Sig. (2-tailed)	.574	1.000	.308	.929
	N	8	8	8	8
VAR00039	Pearson Correlation	-.325	.516	.333	.067
	Sig. (2-tailed)	.433	.190	.420	.875
	N	8	8	8	8
VAR00040	Pearson Correlation	-.127	.707[*]	-.183	.183
	Sig. (2-tailed)	.764	.050	.665	.665
	N	8	8	8	8
Total	Pearson Correlation	-.272	.482	.444	.000
	Sig. (2-tailed)	.515	.227	.270	1.000
	N	8	8	8	8

Correlations

		VAR00033	VAR00034	VAR00035	VAR00036
VAR00038	Pearson Correlation	.264	.132	.885**	.779*
	Sig. (2-tailed)	.528	.755	.003	.023
	N	8	8	8	8
VAR00039	Pearson Correlation	.600	.389	.383	.092
	Sig. (2-tailed)	.116	.341	.349	.829
	N	8	8	8	8
VAR00040	Pearson Correlation	.183	.213	-.095	.420
	Sig. (2-tailed)	.665	.612	.822	.301
	N	8	8	8	8
Total	Pearson Correlation	.391	.228	.594	.743*
	Sig. (2-tailed)	.338	.587	.121	.035
	N	8	8	8	8

Correlations

		VAR00037	VAR00038	VAR00039	VAR00040
VAR00038	Pearson Correlation	.647	1	.339	.103
	Sig. (2-tailed)	.083		.411	.808
	N	8	8	8	8
VAR00039	Pearson Correlation	.483	.339	1	.548
	Sig. (2-tailed)	.225	.411		.160
	N	8	8	8	8
VAR00040	Pearson Correlation	.766*	.103	.548	1
	Sig. (2-tailed)	.027	.808	.160	
	N	8	8	8	8
Total	Pearson Correlation	.936**	.703	.568	.645
	Sig. (2-tailed)	.001	.052	.141	.084
	N	8	8	8	8

Correlations

		Total
VAR00038	Pearson Correlation	.703
	Sig. (2-tailed)	.052
	N	8
VAR00039	Pearson Correlation	.568
	Sig. (2-tailed)	.141
	N	8
VAR00040	Pearson Correlation	.645
	Sig. (2-tailed)	.084
	N	8
Total	Pearson Correlation	1
	Sig. (2-tailed)	
	N	8

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

LVIII

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1550/In.39.5.1/PP.00.9/04/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

        Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : Nursyfah
Tempat/Tgl. Lahir   : Soppeng, 25 Oktober 1999
NIM   : 17.1300.018
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester   : X (Sepuluh)
Alamat   : Mong, Desa Mariorilau, Kec. Mario Riwawo, Kab. Soppeng

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Teaching Style Of English Tutor In Teaching English Material At The Dormitory Of IAIN Parepare".** Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 22 April 2022
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

LIX

SRN IP0000313

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 313/IP/DPM-PTSP/5/2022

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA	: **NURSYFAH**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **PENDIDIKAN BAHASA INGGRIS**
ALAMAT	: **MONG, KEC. MARIORIWAWO, KABUPATEN SOPPENG**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	: **TEACHING STYLE OF ENGLISH TUTOR IN TEACHING ENGLISH MATERIAL AT THE DORMITORY OF IAIN PAREPARE**
LOKASI PENELITIAN	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
LAMA PENELITIAN	: **30 Mei 2022 s.d 30 Juni 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **31 Mei 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina (IV/a)
NIP : 19741013 200604 2 019

Biaya : Rp. 0,00

LX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.2022/In.39.5.1/PP.00.9/06/2022

Yang bertanda tangan di bawah ini,

Nama	:	Bahtiar, M.A
NIP	:	19720505 199803 1 004
Pangkat/Golongan	:	Pembina / IV a
Jabatan	:	Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi	:	Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	:	Nursyfah
NIM	:	17.1300.018
Fakultas/Prodi	:	Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	:	Mong, Kec. Marioriwawo, Kab. Soppeng

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Mei 2022 sampai dengan bulan Juni 2022, dengan judul penelitian **"Teaching Style Of English Tutor In Teaching English Material At The Domitory Of IAIN Pareare"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 14 Juni 2022
Wakil Dekan I,

Bahtiar

LXI

CURRICULUM VITAE

Nursyfah, the writer was born on October 25th 1999 in Soppeng. She is the second child in her family. She has one sister and one brother. Her father's name is Habardin and her mother's name is Yanmar. She began her study on 2004 at SDN 156 Mong Soppeng, and graduated on 2011. In the same year, she continued her study at SMPN 2 Pangsid pangkajenne sidrap and graduated on 2014.

In the same year she continued her study at SMAN 1 Pangsid pangkajenne sidrap and graduated on 2017. After graduated, she decided to continued her study at state Islamic collage (STAIN) parepare, but now become State Islamic Institute (IAIN) Parepare. She took tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2022 with the tittle "teaching style of English tutor in teaching English material at the dormitory of IAIN Parepare"