

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data of students' perception of teacher's style in teaching English. In order to collect the data, the interview and questioner were used to find out the students' perception of teacher's style in teaching English that referred into 5 kinds of teaching style by Grasha.

According to the theory, this research used qualitative descriptive method, the research firstly presents the result of interview and the second was questionnaire.

1. The Result of Teacher's Style in Teaching English

The researcher interviewed the English teacher's for ninth grade at SMPN 1 Maniangpajo Kab.Wajo named Mrs. Hj.Halimah, S.Pd. M.M. There are ten questions given by the researcher to the teacher. The interviewed was conducted on 10 February 2021 and supported by audio recorder. The results data from interviewed that has been processed through data display and coding are representative responds present below:

From Hj. Halimah S.Pd, M.M as the English teacher:

“Menurut Ibu Hj. Halimah, saat mengajar guru harus menguasai materi pelajaran. Karena penguasaan materi menjadi salah satu penentu keberhasilan dalam pembelajaran jika guru bisa menyampaikannya dengan baik. Saat mengajar bahasa.Inggris dikelas 9, Ibu Halimah tetap mengikuti tata tertib sekolah dan silabus maupun RPP (Rencana Pelaksanaan Pembelajaran). Ibu Hj. Halimah menerapkan pendekatan pembelajaran dengan membimbing siswa secara langsung, agar siswa

dapat memahami pelajaran dengan baik.. Ibu Hj.Halimah tidak terlalu menjelaskan didalam kelas, dia berusaha membuat siswa merasa nyaman dan tertarik untuk belajar dengan menggunakan metode, teknik, atau media pembelajaran. Dalam pembelajaran, dia memberikan siswa kesempatan mengerjakan tugas secara mandiri dan bertanggung jawab atas apa yang mereka kerjakan. Tapi saat siswa kesulitan mengerjakan tugas, dia memberikan mereka beberapa pilihan untuk mengatasi kesulitannya. Menurutnya, yang terpenting adalah siswa memahami materi dengan baik dan masalah nilai bisa dilihat saat ulangan harian atau ulangan semester.”
(The result of interview after being reducing)

From the interview which had been conducted with the teacher's. Based on the result of interview above, the researcher conclude that the teacher's style used in teaching English at SMPN1 Maniangpajo Kab.Wajo were all the teaching styles from Grasha's theory namely Expert, Formal Authority, Personal Model, Facilitator, and Delegator. But more dominant or tend to used the facilitator's teaching style.

2. The Result of Students' Perception of Teacher' Style in Teaching English

The researcher calculating the data to describe score of the students' based on their answer, 20 item questionnaire. The questionnaire consists of 10 positive statements and 10 negative statements. Then, the researcher gave four alternative answers for students there were strongly agree, agree, disagree, strongly disagree. After researcher got questionnaire data, found the maximum score, minimum score, Interval value, used formulas as follow:

- a. Maximum score = Likert's highest score x Number of respondents

$$= 4 \times 30$$

$$= 120$$

- b. Minimum score = Likert's minimum score x Number of respondents
 $= 1 \times 30$
 $= 30$
- c. Interval Formula = $I = \frac{100}{\text{Number of likert scale}} = \frac{100}{4} = 25$

Tabel 4.1: Interval-based Score Interpretation Criteria

Score	Categories
0%-25%	Very Not Good
26%-50%	Not Good
51%-75%	Good
76%-100%	Very Good

In analyze the questionnaire, the researcher used the formulas as follow:

1) Likert scale calculation = $T \times P_n$

Where:

T = The total number of respondents who voted (Frequent)

P_n = Choice of Likert score numbers (Likert score)

2) Index Formula (%): $\frac{\text{Total score}}{\text{Maximum score}} \times 100\%$

1) Expert Style

Table 4.2 (Item 1) “Guru menguasai materi sehingga terlihat mahir, lancar, dan terperinci dalam menyampaikan materi”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	4	16
2	Agree	3	13	39
3	Disagree	2	12	24
4	Strongly Disagree	1	1	1
Total			30	80

Based on the table above, that was obtained from 30 students. Explain there are 17 students that agree to the statement refers to Expert style, namely: $\frac{80}{120} \times 100\% = 66.7\%$. It means the statement above categorized Good.

Table 4.3 (Item 2) “Guru mengarahkan siswa agar memiliki pengetahuan luas dan kritis dengan memberikan tantangan kepada siswa”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	2	8
2	Agree	3	17	51
3	Disagree	2	8	16
4	Strongly Disagree	1	3	3
Total			30	78

Based on the table above, that was obtained from 30 students. Explain there are 19 students that agree to the statement refers to Expert style, namely: $\frac{78}{120} \times 100\% = 65\%$. It means the statement above categorized Good.

Table 4.4 (Item 3) “Saya tidak mengerti dengan penjelasan guru tentang materi pelajaran”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	2	4
3	Disagree	3	20	60
4	Strongly Disagree	4	7	28
Total			30	93

Based on the table above, that was obtained from 30 students. Explain there are are 27 students that disagree to the statement refers to Expert style, namely: $\frac{93}{120} \times 100\% = 77.5\%$. It means the statement above categorized Very Good.

Table 4.5 (Item 4) “Saya merasa bosan mendengarkan guru menjelaskan secara monoton”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	2	4
3	Disagree	3	22	66
4	Strongly Disagree	4	6	24
Total			30	94

Based on the table above, that was obtained from 30 students. Explain there are are 28 students that disagree to the statement refers to Expert style, namely: $\frac{94}{120} \times 100\% = 78.3\%$. It means the statement above categorized Very Good.

2) Formal Authority Style

Table 4.6 (Item 5) “Guru memperhatikan keefektifan pembelajaran dan menggunakan waktu pembelajaran secara efisien”

No	Category	Score	Frequent	Percentage (%)
1	Strongly Agree	4	10	40
2	Agree	3	17	51
3	Disagree	2	2	4
4	Strongly Disagree	1	1	1
Total			30	96

Based on the table above, that was obtained from 30 students. Explain there are 27 students that agree to the statement refers to Formal Authority style, namely: $\frac{96}{120} \times 100\% = 80\%$. It means the statement above categorized Very Good.

Table 4.7 (Item 6) “Guru memberikan pertanyaan kepada saya atau sebaliknya saya diberi kesempatan untuk bertanya atau berpendapat”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	11	44
2	Agree	3	15	45
3	Disagree	2	2	4
4	Strongly Disagree	1	2	2
Total			30	95

Based on the table above, that was obtained from 30 students. Explain there are 26 students that agree to the statement refers to Formal Authority

style, namely: $\frac{95}{120} \times 100\% = 79.2\%$. It means the statement above categorized Very Good.

Table 4.8 (Item 7) “Saya merasa takut dan tegang saat guru tiba-tiba memberikan pertanyaan kepada saya saat pembelajaran”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	3	3
2	Agree	2	7	14
3	Disagree	3	14	42
4	Strongly Disagree	4	6	24
Total			30	83

Based on the table above, that was obtained from 30 students. Explain there are 20 students that disagree to the statement refers to Formal Authority style, namely: $\frac{83}{120} \times 100\% = 69.2\%$. It means the statement above categorized Good.

Table 4.9 (Item 8) “Saya merasa tertekan dan tidak nyaman jika guru mengatur semua aspek pembelajaran”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	4	4
2	Agree	2	9	18
3	Disagree	3	14	42
4	Strongly Disagree	4	3	12
Total			30	76

Based on the table above, that was obtained from 30 students. Explain there are 17 students that disagree to the statement refers to Formal Authority

style, namely: $\frac{76}{120} \times 100\% = 63.3\%$. It means the statement above categorized Good.

3) Personal Model Style

Table 4.10 (Item 9) “Guru menunjukkan cara untuk memudahkan siswa menguasai materi pelajaran dengan memberikan contoh nyata/ pengalaman pribadi”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	13	52
2	Agree	3	10	30
3	Disagree	2	5	10
4	Strongly Disagree	1	2	2
Total			30	94

Based on the table above, that was obtained from 30 students. Explain there are 23 students that agree to the statement refers to Personal Model style, namely: $\frac{78}{120} \times 100\% = 78.3\%$. It means the statement above categorized Very Good.

Table 4.11 (Item 10) “Guru menekankan siswa mengacu pada cara yang guru ajarkan”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	3	12
2	Agree	3	4	12
3	Disagree	2	16	32
4	Strongly Disagree	1	7	7
Total			30	63

Based on the table above, that was obtained from 30 students. Explain there are 23 students that disagree to the statement refers to Personal Model style, namely: $\frac{63}{120} \times 100\% = 52.5\%$. It means the statement above categorized Good.

Table 4.12 (Item 11) “Saya sulit mengembangkan kemampuan karena terlalu focus pada cara yang guru ajarkan”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	5	5
2	Agree	2	2	4
3	Disagree	3	19	57
4	Strongly Disagree	4	4	16
Total			30	82

Based on the table above, that was obtained from 30 students. Explain there are 23 students that disagree to the statement refers to Personal Model style, namely: $\frac{82}{120} \times 100\% = 68.3\%$. It means the statement above categorized Good.

Table 4.13 (Item 12) “Saya selalu bergantung kepada guru dalam menerima materi baru”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	12	24
3	Disagree	3	10	30
4	Strongly Disagree	4	6	24
Total			30	80

Based on the table above, that was obtained from 30 students. Explain there are 16 students that disagree to the statement refers to Personal Model style, namely: $\frac{80}{120} \times 100\% = 66.7\%$. It means the statement above categorized Good.

4) Facilitator Style

Table 4.14 (Item 13) “Guru mengamati minat belajar siswa dan menanyakan kesulitan yang dihadapi siswa”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	17	68
2	Agree	3	11	33
3	Disagree	2	2	4
4	Strongly Disagree	1	0	0
Total			30	105

Based on the table above, that was obtained from 30 students. Explain there are 28 students that agree to the statement refers to Facilitator style, namely: $\frac{105}{120} \times 100\% = 87.5\%$. It means the statement above categorized Very Good.

Table 4.15 (Item 14) “Guru menerapkan pendekatan pembelajaran yang dapat mendorong inisiatif siswa dan menggunakan media pembelajaran”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	19	76
2	Agree	3	8	24
3	Disagree	2	1	2
4	Strongly Disagree	1	2	2
Total			30	104

Based on the table above, that was obtained from 30 students. Explain there are 27 students that agree to the statement refers to Facilitator style, namely: $\frac{104}{120} \times 100\% = 86.7\%$. It means the statement above categorized Very Good.

Table 4.16 (Item 15) “Saya menjadi malas karena guru terlalu memberikan kemudahan kepada saya”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	6	6
2	Agree	2	8	16
3	Disagree	3	9	27
4	Strongly Disagree	4	7	28
Total			30	77

Based on the table above, that was obtained from 30 students. Explain there are 16 students that disagree to the statement refers to Facilitator style, namely: $\frac{77}{120} \times 100\% = 64.2\%$. It means the statement above categorized Good.

Table 4.17 (Item 16) “Saya merasa canggung ketika guru berinteraksi dan membimbing saya secara langsung”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	3	6
3	Disagree	3	17	51
4	Strongly Disagree	4	9	36
Total			30	94

Based on the table above, that was obtained from 30 students. Explain there are 26 students that disagree to the statement refers to Facilitator style, namely: $\frac{94}{120} \times 100\% = 78.3\%$. It means the statement above categorized Very Good.

5) Delegator Style

Table 4.18 (Item 17) “Guru akan membantu siswa sekiranya diperlukan dan bertindak sebagai narasumber bagi siswa dalam menyelesaikan tugas”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	5	20
2	Agree	3	10	30
3	Disagree	2	9	18
4	Strongly Disagree	1	6	6
Total			30	74

Based on the table above, that was obtained from 30 students. Explain there are 15 students that disagree and 15 students that agree to the statement

refers to Delegator style, namely: $\frac{74}{120} \times 100\% = 61.7\%$. It means the statement above categorized Good.

Table 4.19 (Item 18) “Guru memberikan keleluasaan kepada siswa untuk mengembangkan keterampilan dan kemampuan dalam melaksanakan tugas secara mandiri”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	5	20
2	Agree	3	8	24
3	Disagree	2	9	18
4	Strongly Disagree	1	8	8
Total			30	70

Based on the table above, that was obtained from 30 students. Explain there are 17 students that disagree to the statement refers to Delegator style, namely: $\frac{70}{120} \times 100\% = 58.3\%$. It means the statement above categorized Good.

Table 4.20 (Item 19) “Saya menjadi cemas, tidak siap secara mental, saat diminta melakukan tugas secara mandiri”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	11	22
3	Disagree	3	8	24
4	Strongly Disagree	4	9	36
Total			30	84

Based on the table above, that was obtained from 30 students. Explain there are 17 students that disagree to the statement refers to Delegator style, namely: $\frac{84}{120} \times 100\% = 70\%$. It means the statement above categorized Good.

Table 4.21 (Item 20)“Saya merasa kesulitan dan menimbulkan rasa malas dalam menyelesaikan tugas mandiri”

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	14	28
3	Disagree	3	13	39
4	Strongly Disagree	4	3	12
Total			30	79

Based on the table above, that was obtained from 30 students. Explain there are 16 students that disagree to the statement refers to Delegator style, namely: $\frac{79}{120} \times 100\% = 65.8\%$. It means the statement above categorized Good.

Table 4.22 The Accumulation of Each Indicator can be Seen in the Table below:

No	Indicator	Index of Each Item (%)	Total Score of Each Indicator 4	Score Category
1	Expert Style	66.7%	$\frac{66.7+65+77.5+78.3}{4} = 72\%$	Good
		65%		
		77.5%		
		78.3%		
2	Formal Authority Style	80%	$\frac{80+79.2+69.2+63.3}{4} = 73\%$	Good
		79.2%		
		69.2%		
		63.3%		
3	Personal Model Style	78.3%	$\frac{78.3+52.5+68.3+66.7}{4} = 67\%$	Good
		52.5%		
		68.3%		
		66.7%		
4	Fasilitator Style	87.5%	$\frac{87.5+86.7+64.2+78.3}{4} = 79\%$	Very Good
		86.7%		
		64.2%		
		78.3%		
5.	Delegator Style	61.7%	$\frac{61.7+58.3+70+65.8}{4} = 64\%$	Good
		58.3%		
		70%		
		65.8%		

B. Discussion

This term explained about the discussion of the findings above it were used interview in answering the researcher question of teacher's teaching style and then interview in answering the students' perception. This research used the theory of teaching style by Anthony F. Grasha, namely Expert, Formal Authority, Personal Model, Fasilitator, and Delegator.

1. Teacher's Style in Teaching English

Based on the description of the data through interview that has been explained by researcher in previous section, it has found out the teacher's style in teaching English at SMPN 1 Maniangpajo Kab.Wajo.

Teaching styles are the views, behavior patterns, performance, beliefs, needs, and pedagogical knowledge of teachers that are consistently carried out in the learning process and student learning process. Grasha divides teaching styles into five categories, namely as expert, formal authority, personal model, facilitator, and delegator.¹

Expert teaching style is a teaching style in which the teacher positions himself as having knowledge and expertise in the field being taught. The teaching method chosen prioritizes the transfer of information from itself to students, because it is considered to ensure the success of student learning. Subject matter is given in detail and depth, and always challenges students. Based on the findings result of interview, the expert teaching style was the teaching style used by the teacher in teaching English at the school. From the teacher's statement who said that she really mastered the learning material, but did not explain in detail and in depth in the classroom,

¹Anthony F.Grasha, Ph.D, *Teaching with Style: A Practical Guide to Enhance Learning by Understanding Teaching and Learning Styles* (Pittsburgh: Alliance Publishers, 1996) p.154.

because students felt bored when explaining monotone. Regarding challenges for students, the teacher gives assignments to be completed and remains under their guidance.

Formal authority teaching style is a teacher with a teaching style who always provides feedback, either positive or negative, to students. The teacher considers that there needs to be a standard of behavior that is applied to students in learning. There are rules in learning that are integrated with the rules set by the school and include school rules. Teachers with a formal authority teaching style prefer structured learning. Based on the findings result of interview, the formal authority teaching style was the teaching style used in teaching English at the school. From the teacher's statement that he followed all the rules that had been set in school, including the syllabus or lesson plans (RPP) in teaching English. Regarding feedback, the teacher does not give students questions directly to test students' abilities and students rarely ask questions. After teaching, the teacher will give the assignment and when doing the assignment does not rule out the students will ask questions and the teacher explains again. Regarding attitudes and appearances, teachers provide good examples and emphasize students to imitate them.

Personal model teaching style is a teaching style that is carried out using personal examples. Teachers tend to act as prototypes for students on how to think and behave. The teacher tends to guide and direct students to pay attention and then imitate the ways shown. Based on the findings result of interview, the personal teaching style was the teaching style used in teaching English. From the teacher's statement which said that the teacher did not explain too much in the classroom without appropriate methods or techniques and the assistance of learning media. The

teacher provides an example but does not emphasize students to follow what the teacher explains, students are given the opportunity to improve their abilities but remain under teacher guidance.

The teaching style of the facilitator emphasizes the interaction of the teacher with students. Teachers provide guidance, guide, and provide direction by asking questions, providing alternative problem-solving options. Overall the teacher seeks to build independence, initiative, and student responsibility. Teachers with facilitator teaching styles prefer to teach using a project method by providing guidance and support. Based on the findings result of interview, the facilitator teaching style was the teaching style used in teaching English. From the teacher's statement which stated that the teacher emphasizes more direct or personal interaction with students, so that what the teacher explains can be understood well by students. The teacher also used learning media to make it easier for students to understand the explanation from the teacher. The teacher does not allow students to have difficulty understanding the lesson or completing assignments. At the end of the lesson the teacher always provides learning conclusions, provides advice and delivers material to be studied at the next meeting.

The teaching style of the delegator pays attention to the formation of students' ability to learn independently. Students are given the assignment to freely choose a project. The teacher will help if needed and act as the main resource for students. Teachers help students in the process of working independently and have high confidence in student success. However, teachers with the delegator's teaching style are sometimes less sensitive to the readiness of students to carry out assignments independently. Some students may feel doubtful that they can complete their

independent assignments. Based on the findings result of interview, the teaching style of the delegator was the teaching style used by the teacher in teaching English at the school. From the teacher's statement which said that the teacher is fully responsible in the class because when students do assignments, the teacher continues to guide the students. The teacher does not provide discretion or freedom for students to do assignments according to their abilities

So it can be concluded that among the five teaching styles from Theory Grasha, the teaching style used by the teacher to teach English in ninth grade at SMPN 1 Maniangpajo, Kab. Wajo were all the teaching styles from Grasha's theory. The teaching style of expert and formal authority is a teaching style in which the teacher explains in a monotone and structured way. Personal model teaching style is a teaching style that emphasizes students to imitate what the teacher does. Delegator teaching style is a teaching style that gives students full responsibility for completing assignments independently. Meanwhile, the facilitator's teaching style is a teaching style by emphasizing personal interaction or guiding students directly so that they can understand the material properly in accordance with the statement of the English teacher in class XI SMPN1 Maniangpajo, Kab. Wajo, regarding how to teach in class.

2. Students' Perception of Teacher's Style in Teaching English

This term explained about the discussion of the findings above, it was used questionnaire in answering the research question of perception. The researcher would explained each indicators for clearly explanation, the indicators referred to expert style, formal authority style, personal model style, fasilitator style, delegator style as explained below:

a. Expert Style

Based on the findings above, according to students' perceptions about the statements contained in the questionnaire referring to the expert teaching style, it is categorized good with an average score of all items 72%. Item 1 (positive statement) with the statement that “Guru menguasai materi sehingga terlihat mahir, lancar, dan terperinci dalam menyampaikan materi” students agree with a percentage score of 66.7% which is categorized as good. Item 2 (positive statement) with the statement that “Guru mengarahkan siswa agar memiliki pengetahuan luas dan kritis dengan memberikan tantangan kepada siswa” students agree with a percentage score of 65% is categorized as good. While item 3 (negative statement) with the statement that “Saya tidak mengerti dengan penjelasan guru tentang materi pelajaran” students disagree with the percentage score of 77.5% is categorized as very good. Likewise with item 4 (negative statement), with the statement that “Saya merasa bosan mendengarkan guru menjelaskan secara monoton” students disagree with the percentage score of 78.3% which is categorized as very good.

Positive item, students agree because it is in accordance with the teacher's statement during the interview about the teaching style. While the negative items, students disagree because of the way the teacher taught by guiding students personally, gave students the opportunity to improve their abilities, and used learning media to make it easier for students to understand the material well (facilitator style), does not make students feel bored or do not understand the teacher's explanation.

b. Formal Authority Style

Based on the findings above, according to the students' perceptions about the statements contained in the questionnaire referring to the formal authority teaching style, it is categorized as good with an average score of all items 73%. Item 5 (positive statement) with the statement that “Guru memperhatikan keefektifan pembelajaran dan menggunakan waktu pembelajaran secara efisien” students agree with a percentage score of 80% is categorized as very good. Item 6 (positive statement) with the statement that “Guru memberikan pertanyaan kepada saya atau sebaliknya saya diberi kesempatan untuk bertanya atau berpendapat” students agree with a percentage score of 79.2% is categorized as very good. While item 7 (negative statement) with the statement that “Saya merasa takut dan tegang saat guru tiba-tiba memberikan pertanyaan kepada saya saat pembelajaran” students disagree with the percentage score of 69.2% which is categorized as good. Likewise item 8 (negative statement) with the statement that “Saya merasa tertekan dan tidak nyaman jika guru mengatur semua aspek pembelajaran” students disagree with the percentage score of 63.3% which is categorized as good.

Positive item, students agree because it is in accordance with the teacher's statement during the interview about the teaching style. While the negative items, students disagree because of the way the teacher taught by guiding students personally, gave students the opportunity to improve their abilities, and used learning media to make it easier for students to understand

the material well (facilitator style), does not make students feel afraid, tense, let alone pressured.

c. Personal Model Style

Based on the findings above, according to the students' perceptions of the statements contained in the questionnaire referring to the personal teaching style model, it is categorized as good with an average score of all items 67%. Item 9 (positive statement) with the statement that “Guru menunjukkan cara untuk memudahkan siswa menguasai materi pelajaran dengan memberikan contoh nyata/ pengalaman pribadi” students agree with a percentage score of 78.3% which is categorized as very good. Item 10 (positive statement) with the statement that “Guru menekankan siswa mengacu pada cara yang guru ajarkan” students disagree with the percentage score of 52.5% which is categorized as good. Item 11 (negative statement) with the statement that “Saya sulit mengembangkan kemampuan karena terlalu focus pada cara yang guru ajarkan” students disagree with the percentage score of 68.3% is categorized as good. Item 12 (negative statement) with the statement that “Saya selalu bergantung kepada guru dalam menerima materi baru” students disagree with a percentage score of 66.7% is categorized as good.

Item 9 is positive, students agree because it is in accordance with the teacher's statement during the interview regarding the teaching style. While Item 10 is positive, students disagree because when teaching, the teacher gave students the opportunity to improve their abilities. But still under teacher's guidance. While the negative items, students do not agree because of the way

the teacher taught students personally, gave students the opportunity to improve their abilities, and used learning media to make it easier for students to understand the material well (facilitator style), does not make it difficult for students to develop their abilities or depend on the teacher.

d. Fasilitator Style

Based on the findings above, according to the students' perceptions of the statements contained in the questionnaire which referred to the facilitator teaching style, it is categorized as good with an average score of all items 79%. Item 13 (positive statement) with the statement that “Guru mengamati minat belajar siswa dan menanyakan kesulitan yang dihadapi siswa” students agree with a percentage score of 87.5% is categorized as very good. Item 14 (positive statement) with the statement that “Guru menerapkan pendekatan pembelajaran yang dapat mendorong inisiatif siswa dan menggunakan media pembelajaran” students agree with a percentage score of 86.7% is categorized as very good. Item 15 (negative statement) with the statement that “Saya menjadi malas karena guru terlalu memberikan kemudahan kepada saya” students disagree with the percentage score of 64.3% which was categorized as good. Item 16 (negative statement) with the statement that “Saya merasa canggung ketika guru berinteraksi dan membimbing saya secara langsung” students disagree with a percentage score of 78.3% is categorized as very good.

Positive item, students agree because it is in accordance with the teacher's statement during the interview about the teaching style. While the negative items, students disagree because of the way the teacher taught by

guiding students personally, gave students the opportunity to improve their abilities, and used learning media to make it easier for students to understand the material well (facilitator style), does not make students lazy or feel awkward when the teacher guide students directly.

e. Delegator Style

Based on the findings above, according to the students' perceptions of the statements contained in the questionnaire referring to the delegator teaching style, it was categorized as enough with an average score of all items 64%. Item 17 (positive statement) with the statement that “Guru akan membantu siswa sekiranya diperlukan dan bertindak sebagai narasumber bagi siswa dalam menyelesaikan tugas” students agree and disagree with a percentage score of 61.7% is categorized good. Item 18 positive statement with the statement that “Guru memberikan keleluasaan kepada siswa untuk mengembangkan keterampilan dan kemampuan dalam melaksanakan tugas secara mandiri” students disagree with a percentage score of 58.3% is categorized as good. Item 19 (negative statement) with the statement that “Saya menjadi cemas, tidak siap secara mental, saat diminta melakukan tugas secara mandiri” students disagree with the percentage score of 70% which was categorized as good. Item 20 (negative statement) with the statement that “Saya merasa kesulitan dan menimbulkan rasa malas dalam menyelesaikan tugas mandiri” students disagree with a percentage score of 65.8% which is categorized as good.

Item 17 is positive, students agree because it is in accordance with the teacher's statement during the interview regarding teaching styles, Item 18 is

positive, students disagree because the teacher teaches by guiding students personally and takes full responsibility in the class. Negative items, students disagree because of the way the teacher taught by guiding students personally, gave students the opportunity to improve their abilities, and used learning media to make it easier for students to understand the material well (facilitator style), does not make students feel anxious, difficult, or lazy in doing assignments.

