

**TEACHING STYLE USED BY TEACHERS IN A PRIVATE JUNIOR  
HIGH SCHOOL IN SALATIGA**

**A Thesis**

**Presented to the Department of English Language Education as Partial**

**Fulfillment of the Requirements to Obtain the Bachelor of Education**

**Degree in English Language**

**Education**



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**TEACHING STYLE USED BY TEACHERS IN A PRIVATE JUNIOR  
HIGH SCHOOL IN SALATIGA**

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**Approved on January 2023**

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**STATEMENT OF WORK'S ORIGINALITY**

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as scientific paper should.

Yogyakarta, 19 January 2023

The writer

A handwritten signature in black ink is written over a rectangular stamp. The stamp features the number '10000' in a large font, with 'Rp. 10.000' written vertically on the left side. Below the number, the word 'TEMPER' is partially visible. At the bottom of the stamp, the alphanumeric string '810C221KES0760110' is printed.

Fahma Khoirunnisa

17322038

## MOTTO

“Allah does not burden a soul beyond its capacity. It gets the consequence of what good it has earned, and it bears the consequence of what evil it has earned.”

(Q.S. Al-Baqarah: 216)

“Remember that you are good at everything, first of all. And the reason you probably feel this way because your standards are just too high for yourself. And if you just look at yourself through a different perspective, you will find that you are doing okay”

(Johnny Suh)

## DEDICATION

This thesis is my dedication to the two great people in my life, my father and my mother. Both of them made everything possible so I could get to the stage where this thesis was finally completed. Thank you for all the sacrifices, advice and prayers you never stopped giving me. I am forever grateful for your presence as my parents.



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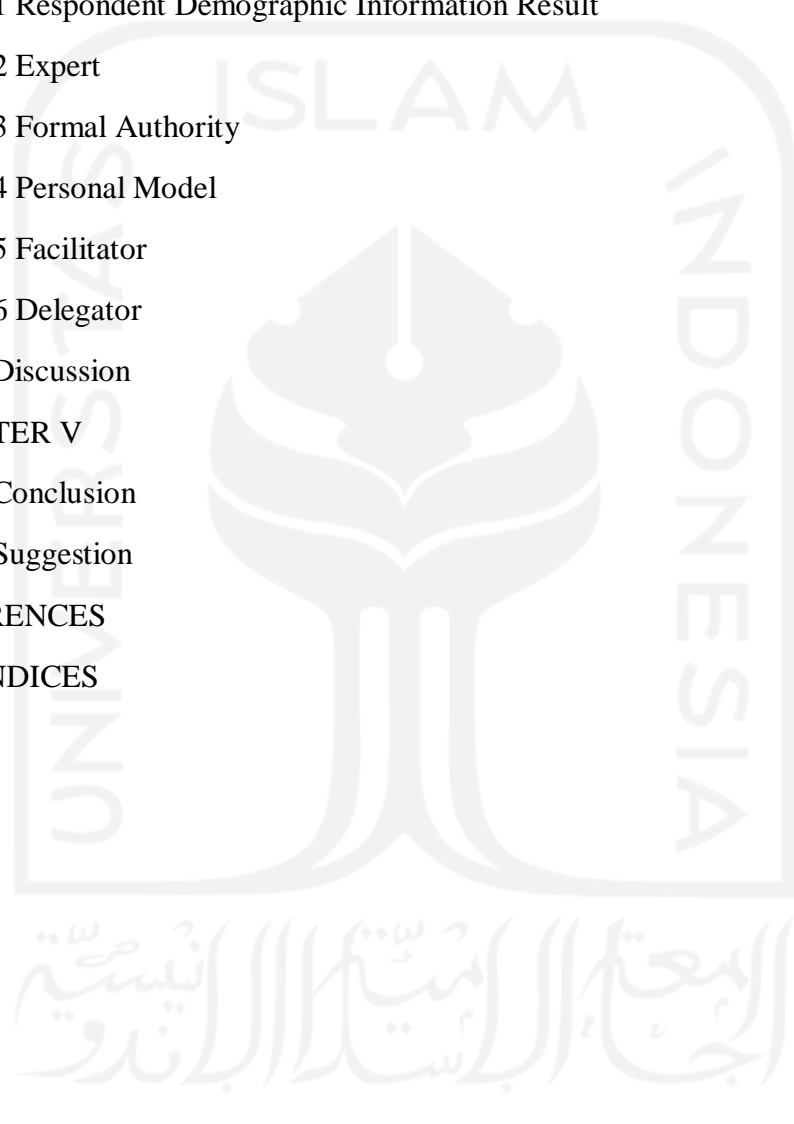
Fahma Khoirunnisa



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## ABSTRACT

This study aims to identify the teaching styles used by teachers at private junior high school in Salatiga. The design of this research is descriptive quantitative in the form of survey study. There were 32 teachers who were willing to participate in this research. The research instrument was the Grasha-Riechmann Teaching Style Survey (1996). The questionnaire has 5 domains and 40 items. Based on the results of the study, the highest score statement is the Personal Model teaching style (Mean=4.04). While the statement with the lowest score is the Facilitator's teaching style (Mean=3.54). The individual results of the questionnaire shows that the highest score is Q1 from Expert that states "Facts, concepts, and principles are the most important things that students should acquire." (Mean=4.34), while the lowest score is Q7 from Expert that states "I give students negative feedback when their performance is unsatisfactory." (Mean=2.00). From these results, it implies that teachers at private junior high school in Salatiga are more dominant in using the Personal Model teaching style than the Facilitator teaching style. The teachers can improve and combine several teaching style and develop teaching materials according to students' needs in achieving competency standards and basic competencies. During the learning process, it is expected that teachers convey material clearly, easily understood and not boring by applying several variations of teaching styles.

*Keywords: Teachers, Teaching, Teaching Style.*

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In order to improve the quality of the educational system and learning process, good and qualified teachers are required. According to Markley (2004), a good instructor and the classroom activities are crucial in encouraging pupils to learn effectively and efficiently. One of the key elements in a learning environment is the instructor, who encourages and supports pupils in achieving their objectives. According to Djuwariyah (2002) teachers act as directors in the process of instructing and learning, which means that in sequence to achieve learning success in accordance with the objectives of teaching and learning activities, each teacher is expected to direct the learning activities carried out by students. According to Thompson (2008), effective teachers possess both potent instructional abilities and uplifting character attributes. Teachers need to engage students in learning in a compelling way in order to achieve learning success in a variety of ways.

Effective teachers have their own style of teaching and it helps students in achieving their success in the learning process. The teaching style applied in the process of learning activities is the teacher's way of making it easier for students to accept the subject matter being explained and becomes a determining factor in whether students can achieve the learning targets that have been designed by the teacher. Cooper (2001) said that teaching style refers to all teaching techniques and activities and approaches used by a teacher in teaching certain subjects in the classroom. Rahimi & Asadollahi (2012) said that it has been discovered that a teacher's personality, material expertise, classroom management style, and even the atmosphere in which they teach all have an impact on how they instruct students. That it is something that defines teachers, who guide and direct their instructional processes and who influence students and their capacity for learning. Based on

Grasha (1994), there are 5 categories of teaching styles. The types of teaching styles are expert, formal authority, personal model, facilitator, and delegator.

However, every teacher has different competences in selecting teaching styles. Hoesny & Darmayanti (2021) found that teachers still have a lot of issues to deal with. These issues are connected to how they conduct their instruction and how they might improve their skills to meet the needs of their pupils, who are primarily millennials. There are various issues with instructors that have been recognized, including low levels of teacher competency, an abundance of administrative and writing tasks, challenging curricular material that must be applied, and many more. Joining online teacher development programs accessible through social media is one of the alternatives suggested. Enhancing pre-service teacher education is another option. It's the same with humans, that other humans are different from others. This is also the case in teaching styles. A teacher may not have the same teaching style as another teacher. Each teacher has a unique teaching approach that works best for them. Every teacher has a unique teaching style, and every teacher will agree that no two teachers are alike. According to Gill (2013), every teacher has their own teaching style. And as teaching evolves with the advent of differentiated instruction, more and more teachers are adapting their approach depending on the learning needs of their students.

Sukor et al. (2013) found that the delegator teaching style received the lowest average, whereas the personal model and expert style were employed by the majority of lecturers. The findings also indicate a somewhat significant association between students' academic engagement and lecturers' teaching methods.

Jarum (2004) found that the English teacher at Hasanuddin Wajak High School used a teaching style that could solve students' problems in writing English. This teaching style can also improve student achievement. Students' capacity to learn is influenced by a teacher's efficacy as a teacher, so the better the teacher's efficiency as a teacher, the better the students' capacity to learn (Anwar et al., 2020). According to Yulianingsih and Sobandi (2017), teacher teaching performance in

the classroom had a good and significant impact on students' academic success. We may infer that raising teacher effectiveness in the classroom will raise students' learning achievement. As a result, students learn more when their teachers perform better as teachers. Khumaero & Arief (2017) found that student achievement was influenced by teaching style of teachers, learning discipline, and peers. In order to prevent pupils from being disinterested or bored during the process of teaching and learning, teachers are supposed to use engaging teaching methods. Additionally, students are required to develop their academic self-discipline at home and at school, as well as to select classmates who will encourage them to work hard in class and attain higher levels of academic success.

In SMK PGRI 3 the teaching styles used by teachers to teach are different from one another. Even though they have different teaching styles, the achievements of SMK PGRI 3 students are very good. Because the teaching style used can help students in the teaching and learning process and the problems they face (Ningrum, 2009).

Filonova (2008) found that teaching styles can be a solution to students' problems in the classroom. So the teacher needs to develop his teaching style continuously. Adawiyah (2021) states that teachers can combine a some learning methods, such as discussion and homework, question-and-answer sessions, demonstrations, and experiments. Additionally, teachers can enhance their ability to apply the skills to use varied methods in good and directed learning.

In this study, teachers from a private junior high school in Salatiga will have their teaching methods examined. This research was conducted because no research had been conducted for the Salatiga region, and there were limitations to research at the junior high school in previous studies because most research was conducted at the elementary, senior high school and colleges. So, the purpose of this research is to look at the teaching styles used by teachers in the teaching and learning process.

## **1.2 Formulation of the Problem**

From the background of research above, the researcher formulates the problems as follows:

- a) What are the teaching style used by the teachers in a private junior high schools in Salatiga?

## **1.3 Objective of the Study**

There are several forms of teaching style in the learning process. In this study, the researcher want to identify and describe the teaching styles used by the teacher in a private junior high schools in Salatiga.

## **1.4 Significance of the Study**

Theoretically, this study was anticipated to make a useful contribution to the learning process and to the understanding of various teaching philosophies. In order to boost the learning process, teachers were practically expected to use additional instructional modalities in the classroom. Knowing several sorts of teaching methods improved the teachers' ability to apply those methods to teach and facilitate learning in the classroom.

## CHAPTER II

### LITERATURE REVIEWS

#### 2.1 Teaching Style

##### 2.1.1 Definitions of Teaching Style

Every teaching style practiced by the teacher must have advantages and disadvantages, when the teacher is not right in choosing the context and is reluctant to develop relationships with students it is likely to lead to Foreign Language Anxiety, therefore using the right teaching style will make the language learning program successful (Briesmaster & Briesmaster-Paredes, 2015; Worde, 1998).

There are many definitions and models of teaching styles. Sukor et al. (2013) argued that the teaching style is the behavior, actions, and attitudes of teachers when teaching and providing information to students. Schneider (2009) says that teaching style refers to the strategies and teaching methods used plus the use of certain types of rhetoric. Teaching style according to Peacock (2001) is a habit used by teachers to teach or convey information and skills when in class. Herrera & Carballo (2010) argue that teaching style is a method of acting or doing learning in the classroom that is carried out by the teacher. According to Sternberg (1997) teaching style refers to the way teachers usually solve problems, do assignments, and make decisions in the learning process. Teaching style is defined as the behavior shown to students when interacting (Fischer & Fischer, 1979). From the various definitions above, the author prefers to choose the definition proposed by Anthony Grasha. Teaching style, as defined by Grasha (1996), is the constant and consistent contact between teachers and students during the teaching and learning process.

Teaching style can be said that the characteristics of the teacher's habits shown when teaching are in accordance with his views on teaching theory, implemented curriculum and student needs, and it can be said that teaching style is the teacher's way of transferring knowledge in the teaching process.



### 2.1.2 Types of Teaching Style

Anthony Grasha proposed five different styles of teaching; expert, formal authority, personal model, facilitator, delegator (Sukor et al., 2013). Grasha's five teaching styles (Grasha, 1996), include;

- (1) Experts; Students get the correct information from the teacher, who acts as someone who has more knowledge than students. Teachers who practise this style require their students to always be prepared and emphasize the dissemination of information to the maximum.
- (2) Formal Authority; Teacher provides feedback, makes standard rules by providing the structure needed by students. They presumptively believe that instruction should be delivered in a consistent manner that is accurate and supported by students, including teaching objectives established by the institution and student behavior guidelines incorporated in school legislation.
- (3) Personal Models; Teacher acts as a model for students, to be observed and imitated by students. Teachers frequently serve as role models for students in terms of how to think and act.
- (4) Facilitators; Students are guided and directed by teachers and given encouragement and motivation to develop abilities and foster a sense of responsibility in students. By posing inquiries, presenting possibilities for consideration, making suggestions for potential alternatives, and creating decision criteria, they offer direction and assistance.
- (5) Delegator; Teacher accompanies and directs students to work independently and provides assistance if students need assistance. The goal of the delegator style is to develop pupils' capacity for independent learning. When working on a project, instructors encourage students to complete it independently. Teachers can assist pupils in developing independence and self-reliance.

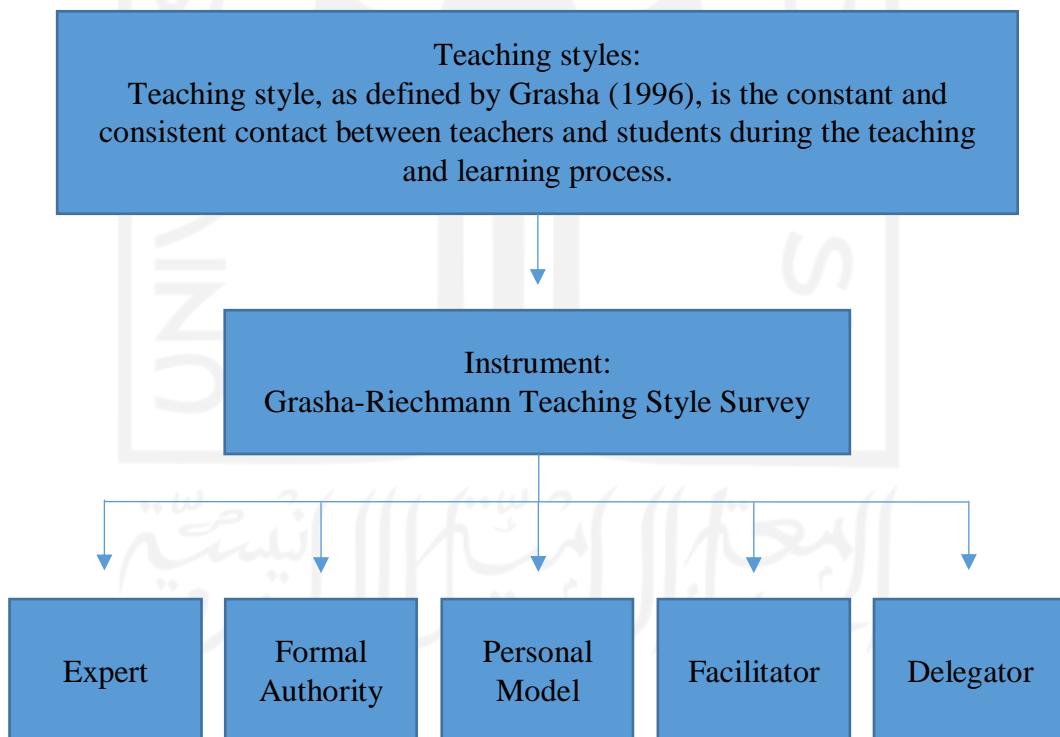
The six teaching style identified by Baker & Knights (2014) are exposition, discussion, practice, practical work, investigation, and problem-solving.

- (1) Exposition style, the majority of the learning is presented by the teacher in an exposition style, who also asks questions that call for brief responses from the pupils.
- (2) Discussion style, according to Baker & Knights (2014), discuss can aid students in expressing their perspectives, elaborating their knowledge, and articulating their issues.
- (3) Practice style, many practice questions must be completed by pupils in class, especially those who struggle. This exercise also occurs naturally in teach.
- (4) Practical work style, Baker & Knights (2014) explains that one aspect of practical work is the provision and use of equipment. Use props when learning.
- (5) Investigation style, students' abilities are encouraged to be explored in the classroom, allowing them to freely use them in a variety of contexts..

Mohanna, Chambers & Wall (2008) describe six kinds of teaching styles: The all – round flexible and adapter teacher, the student – centered, sensitive teacher, the official curriculum teacher, the straight facts no nonsense teacher, the big conference teacher and the one – off teacher. According to Mosston & Ashworth (2010) teaching styles are divided into nine, namely (1) Inclusion; (2) Commands; (3) Reciprocal; (4) Self-check; (5) Practice; (6) Self-teaching; (7) Discovery; (8) Individual learner designed program; (9) Learner initiated style. Ibrahim & Ahmad (2016) found that the teaching style chosen by the students was the facilitator style. This style has become the preferred style for students because teachers always accompany students and invite students to discuss problems faced by students in class. Meanwhile, the delegator's teaching style is a teaching style that is less liked by students, because the teacher is the only reference for students and students are encouraged to study independently.

Faruji (2012) found that the percentage of the mean value of the Formal Authority Style was higher than the other four teaching styles that were tested on 24 EFL teachers who teach at private language learning centers in Iran. Kazemi & Soleimani (2016) found that Irian EFL teachers tend to practice the Formal Authority Style teaching style in private language centers. They collected data using Grasha-Riechmann Teaching Style Survey (1996) Questionnaire. In a study conducted in Malawian, Chilemba & Bruce (2014) found that most nurse educators have a fairly high preference for Expert Style. And from the data they found, it showed that Delegator Style (86.36%) had the highest percentage value while Formal Authority Style (43.2%) had the lowest percentage value.

## 2.2 Conceptual Framework



## **CHAPTER III**

### **RESEARCH DESIGN**

In this chapter, the researcher discusses the research design, settings and participants, data collection, instrument of the research and data analysis.

#### **3.1 Research Design**

A research method has a specific research design. The study timeframe, the sources of data, the circumstances under which the data is obtained, and the manner in which the data is collected and processed are all described in this design. (Sukmadinata, 2009).

In order to describe the views, opinions, behaviors, or features of the population, researchers may use survey research design techniques in quantitative research to deliver surveys to a sample of participants or the entire community. (Creswell, 2012). A relatively small sample size is employed in survey research to gather data or information about a broad population..

A research report is where the survey model is most frequently applied. With the help of this model, researchers can gather information from the population to assess its status in relation to one or more variables. The paradigm has been applied in a number of disciplines, including political science, education, and economics.

One of the scientific search methods based on the positivist philosophy, which emphasizes objective phenomena and is analyzed statistically, is the quantitative research approach. This research design's impartiality was maximized by the use of data, statistical analysis, organization, and controlled experiments. Quantitative research methods were used because several things were found to be most suitable for the purposes of this study (Blake, 1989; Greene, Caracelli, &

Graham, 1989; Rossman & Wilson, 1991; Mark Briesmaster & Judith Briesmaster-Paredes, 2015).

### **3.2 Population and Sample**

Population is a group consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2010). The research sample is used to get an overview of the population. According to Bailey (in Prasetyo, 2006) “The sample is part of the population to be studied. Therefore the sample must be seen as a representation of the population and not the population itself”. The population in this study was a teacher from a private junior high school in Salatiga with a total of 32 participants.

The sampling method that the researcher use is homogeneous sampling. Thus, to achieve a 95% confidence level, by referring to the Slovin’s formula as manifested in Raosoft, there were 32 teachers as participants in this study. In addition, the questionnaire is sent to teachers by online survey using Google forms and data will be collected directly into the form and can be processed immediately after teachers complete the survey questionnaire.

### **3.3 Data Collecting Technique**

This sub-chapter describes about data collecting technique which are the instrument, validity and reliability.

#### **3.3.1 Instrument**

The instrument of this quantitative research is questionnaire that consists of teaching style such as expert, formal authority, personal model, facilitator, and delegator teaching styles. The teacher style questionnaire are adopted from the Grasha-Riechmann Teaching Style Survey (1996). This section consists of 40 items on teaching styles and that will be measured using 5 point likert scale as below:

Ranking and Number of Teaching styles Items as Introduced by Grasha-Riechmann Teaching Style Survey (1996) 1.1

No.	Teaching Styles Construct	Item Ranking	Number of Item
1	Expert	1 to 8	8
2	Formal Authority	9 to 16	8
3	Personal Model	17 to 24	8
4	Facilitator	25 to 32	8
5	Delegator	33 to 34	8
	Total of Item		40

The questionnaire from Grasha-Riechmann Teaching Style Survey (1996) was distributed by using Google Form.

### 3.3.2 Validity

The ability to detect whether data gained via the use of a research instrument is true or false is known as validity. If a piece of data is invalid, it is useless (Cohen, Manion, & Morrison, 2000). The study's content validity is attained with the aid of translation aids and the thesis advisor's professional opinion.

### 3.3.3 Reliability

In terms of consistency and replication through time, reliability is concerned with precision and accuracy (Cohen, Manion & Morison, 2000). The amount of reliability from the 40-item questionnaire is 0.953, the researcher discovered after translating it into Bahasa Indonesia. It means the instrument can be used to investigate the teaching style used by the teachers at one of private junior high schools.

### 3.4 Data Analysis Technique

1. Select the topic to identify teaching style used by the teachers at private junior high schools.
2. Adopting the Grasha-Riechmann Teaching Style Survey (1996) instrument and translate into Bahasa Indonesia.
3. Checking the construct validity and reliability of the questionnaire by using *SPSS Statistics software* and also through expert judgement.
4. Distributing 40 items of questionnaire to 32 respondents at private junior high schools.
5. Downloading the data from Google Form, and using *Microsoft excel* and *SPSS Statistics software* to find the normality data.
6. Analyze the result by identifying the highest and the lowest of the mean score.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the results of statistical analysis of the data based on questionnaire, followed by discussion of the findings.

#### 4.1 Research Findings

The table below shows the demographic information of the respondents from this research. The information listed is the percentage of subject teachers.

##### 4.1.1 Respondent Demographic Information Result

**Table 1. Respondent Demographic Information**

	<b>Subject(s)</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Teacher</b>	English	3	9%
	Mathematics	3	9%
	Social Sciences	3	9%
	Civic Education	3	9%
	Islamic Religious Education	2	6%
	Indonesian	3	9%
	Natural Sciences	3	9%
	Art and Culture	1	3%
	Information Technology	2	6%
	Physical Education	2	6%
	Javanese	2	6%
	Arabic	1	3%
	Al-Qur'an Hadith	1	3%



Fiqh	1	3%
Aqidah Akhlak	2	6%

Based on the table 1, it shows that the number of participants was 32 teachers. Participants who participated in this questionnaire were teachers of English, mathematics, Natural Sciences, Civic Education, Indonesian, and Social Sciences each numbering 3 people or 9% of the total respondents. As well as Islamic Religious Education teachers, Information Technology, Physical Education, Javanese, Aqidah Akhlak, each of which amounted to 2 or 6% of the total respondents. Meanwhile, arts and culture teachers, Arabic, Al-Qur'an Hadith, and Fiqh have the least number, namely 1 or 3% respectively of the total respondents

According to the results, it shows that the most widely used teaching style is the Personal Model (M=4.04), while the teaching style that is rarely used is the Facilitator (M=3.54). Furthermore, the individual results of the questionnaire shows that the most used Item by teachers is Q1 from Expert that states "Facts, concepts, and principles are the most important things that students should acquire." (M=4.34), while the least used Item is Q7 from Expert that states "I give students negative feedback when their performance is unsatisfactory." (M=2.00).

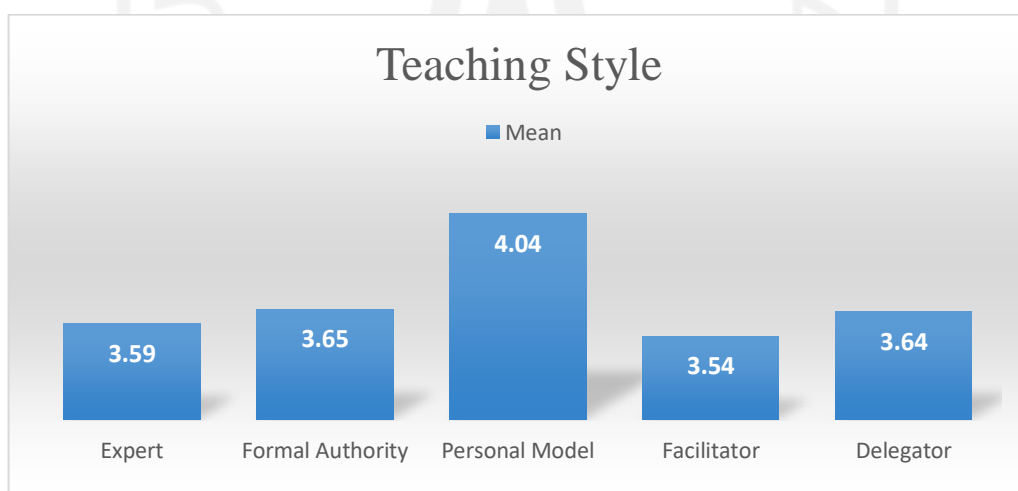
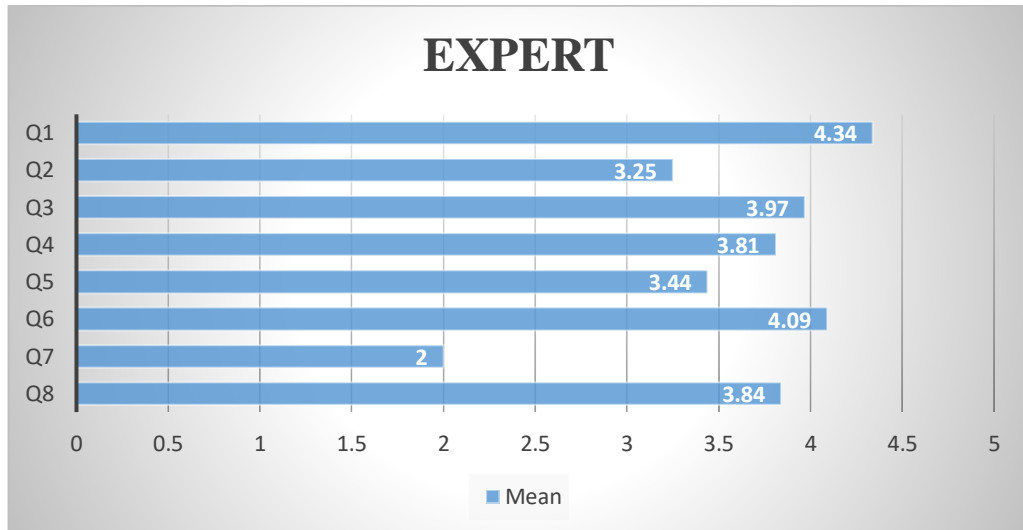


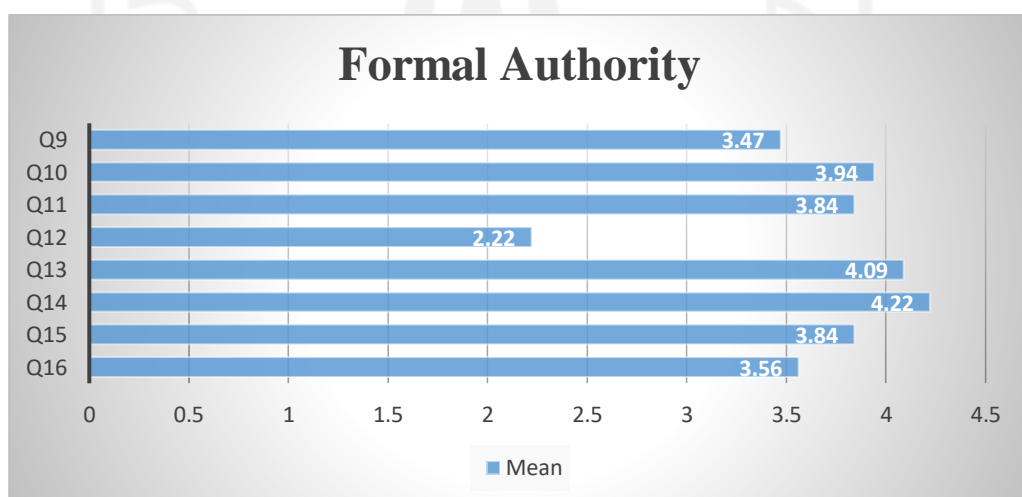
Figure 1. Overall Result of Teaching Style among Subject Teacher

#### 4.1.2 Expert



The figure 2 shows the use of the Expert Teaching Style by the teachers. From the results, respondents prefer Q1 that states "Facts, concepts, and principles are the most important things that students should acquire." (M=4,34), while the lowest used item is Q7 that states "I give students negative feedback when their performance is unsatisfactory." (M=2,00).

#### 4.1.3 Formal Authority



Based on the figure 3, the teachers prefer the Q14 that stated "Small group discussions are employed to help students develop their ability to think critically."

(M=4.21), while the lowest used by teachers was item Q12 that stated “Students would describe my standards and expectations as somewhat strict and rigid.” (M=2,21).

#### 4.1.4 Personal Model

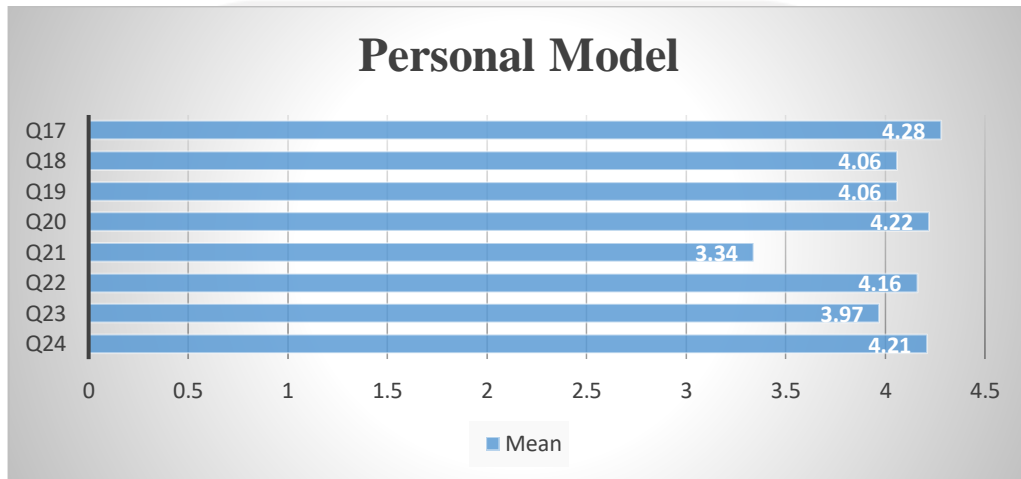
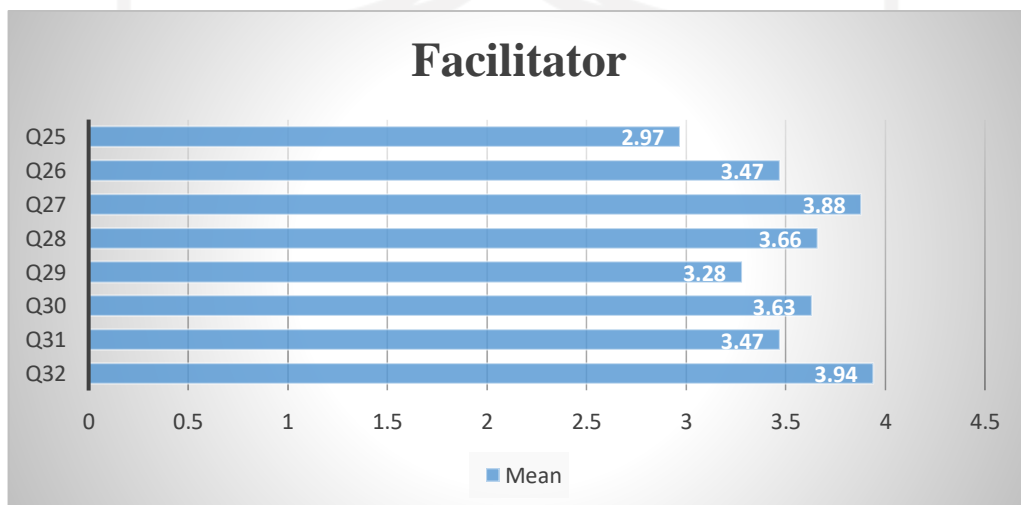


Figure 4 shows that many teachers prefer Q17 that stated "It is my responsibility to define what students must learn and how they should learn it." (M=4.28), while the lowest used by teachers was item Q21 that stated "Lecturing is a significant part of how I teach each of the class sessions." (M=3.34).

#### 4.1.5 Facilitator



From the picture 5, it shows that many teachers prefer Q32 that states "My expectations for what I want students to do in this class are clearly defined in the syllabus." (M=3.94), while the one used by the teachers is item Q25 that states "Students take responsibility for teaching part of the class sessions." (M=2.97).

#### 4.1.6 Delegator

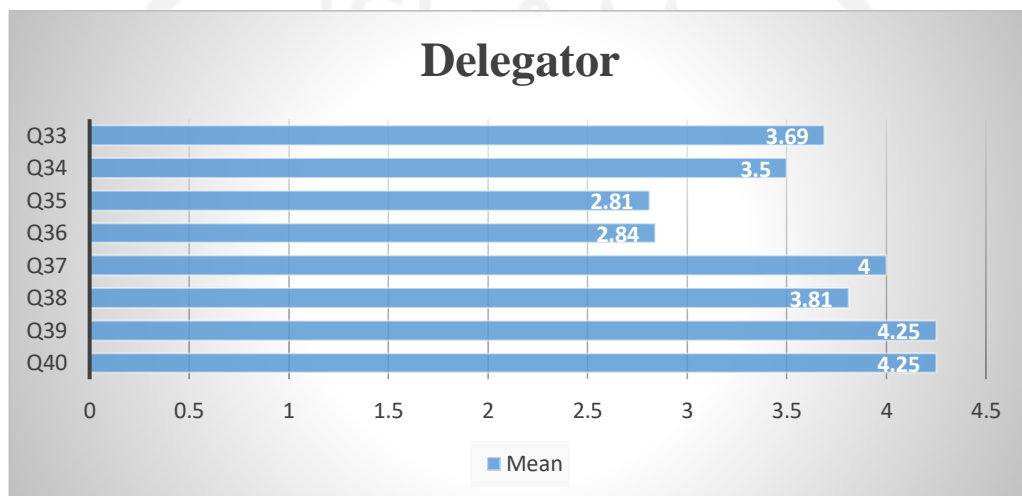


Figure 6 shows that many teachers prefer Q39 that stated "I give students a lot of personal support and encouragement to do well in this course." (M=4.25) while the lowest used by teachers is item Q35 that states "My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates." (M=2.81).

#### 4.2 Discussion

According to the results of the research shown previously, it shows that the teaching style most often used is the Personal Model Teaching Style (M=4.04). There are several studies that have similar results, such as Martin (2019) stating that respondents most commonly use the Personal Model Teaching Style (30.3%). The findings of this study are in line with a study conducted by Nur Liyana and Zakiah (2017), showing that the most profitable teaching style is the Personal Model style which produces high average scores even though the scores between each and every style do not display much difference. Most students are more likely to engage in

learning when the teacher uses the Personal Model style when delivering the lesson. In addition, Ghanizadeh and Jahenizadeh (2016) found that the Personal Model style was one of the most profitable and widely used among the five styles.

The lowest preference in the finding is Facilitator Teaching Style ( $M=3.54$ ). The results concur with those of Aionmadiyah et al. (2016) who studied instructors at five different schools in Bachok District, Kelantan. Students apply logical reasoning to concrete objects, but not to abstract concepts or hypothetical situations. As a result, the pupils' method of thinking is still constrained because they tend to concentrate on concrete issues and can only apply direct solutions (Astuti, 2018).

Although there are some findings that identify the results of this study. Still there are differences in the results of research with this study. Rachman, Rahman, and Noni (2021) reported the teaching style that is often used by Authority teachers and Facilitator Teaching Styles. According to observations made by the Madrasah Aliyah Pondok Pesantren Darul Arqam Muhammadiyah Gombara Makassar instructors, the authority teaching style was used at the first meeting. In contrast, the second teacher mostly used the facilitator or activity approach during the previous meeting.

According to Salman, Atmowardoyo and Salija (2021) the dominant teaching styles used by teachers are Expert and Formal Authority. Based on the results of the study, the researchers concluded that the teaching style that the teacher applied on teaching English at SMPN 2 Makassar is Expert by the teacher at class VII and the Formal Authority that the teacher used at class VII.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This Chapter will discuss about the conclusion and suggestion based on the result of this research.

#### 5.1 Conclusion

The purpose of this study was to identify the teaching style used by teachers at private junior high school in Salatiga. This research is a quantitative approach with a survey study as a form of research. The results of this study indicate that the teachers think that the most important things that must be obtained by students are facts, concepts and principles. As a result, it shows that Q1 with the highest average is  $M=4.34$ . Students can get facts, concepts and principles from teaching materials or learning materials, besides that teaching materials are an important component in helping students achieve competency standards and basic competencies. However teachers tend not to give negative feedback to students when their performance is unsatisfactory, Q7's average result is quite low at  $M=2.00$ . The most widely used teaching style is the Personal Model teaching style with  $M=4.04$ . The least used teaching style is the Facilitator teaching style with  $M=3.54$ .

#### 5.2 Suggestion

Based on the results of the study, this study revealed that the teachers at private junior high school in Salatiga preferred the Personal Model teaching style, while the Facilitator teaching style was less attractive to teachers. For teachers who know their own teaching style, they can combine several teaching styles and develop teaching materials according to students' needs in achieving competency standards and basic competencies.

This study also has shortcomings that can be fixed in the future. Since the only respondents in this study were teachers at Salatiga's private junior high school. It is advised that future studies use a larger sample made up of a wider variety of

schools. To identify disparities in Grasha-Riechmann Teaching Style Survey (1996), it can also compare rural and urban schools as well as public and private institutions of higher learning. A larger sample size can give a more complete and in-depth understanding of Grasha-teaching Riechmann's Teaching Style Survey (1996).



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## APPENDICES

### Appendix 1. Grasha-Riechmann Teaching Style Survey (1996)

Respond to questions below by using the following rating scale:

**1 = strongly disagree | 2 = moderately disagree | 3 = undecided | 4 = moderately agree | 5 = strongly agree**

1.  Strongly Disagree/ <i>Sangat Tidak Setuju</i>	2.  Moderately Disagree/ <i>Tidak Setuju</i>	3.  Undecided/ <i>Ragu-Ragu</i>	4.  Moderately Agree/ <i>Setuju</i>	5.  Strongly Agree/ <i>Sangat Setuju</i>		
Items		1	2	3	4	5
1. Facts, concepts, and principles are the most important things that students should acquire./ <i>Fakta, konsep, dan prinsip adalah hal terpenting yang harus diperoleh siswa.</i>						
2. I set high standards for students in this class./ <i>Saya menetapkan standar yang tinggi untuk siswa di kelas ini (kelas bahasa Inggris).</i>						
3. What I say and do models appropriate ways for students to think about issues						

<p>in the content./ <i>Apa yang saya katakan dan lakukan mencontohkan cara-cara yang sesuai bagi siswa untuk memikirkan tentang permasalahan / hal-hal yang berkaitan dengan konten pembelajaran.</i></p>					
<p>4. My teaching goals and methods address a variety of student learning styles. / <i>Tujuan dan metode pengajaran saya memfasilitasi berbagai gaya belajar siswa.</i></p>					
<p>5. Students typically work on course projects alone with little supervision from me./ <i>Siswa biasanya mengerjakan proyek sendiri dengan sedikit pengawasan dari saya.</i></p>					
<p>6. Sharing my knowledge and expertise with students is very important to me./ <i>Berbagi pengetahuan dan keahlian saya dengan siswa sangat penting bagi saya.</i></p>					
<p>7. I give students negative feedback when their performance is unsatisfactory./ <i>Saya memberikan umpan balik negatif kepada siswa ketika kinerja mereka tidak memuaskan.</i></p>					

<p>8. Activities in this class encourage students to develop their own ideas about content issues./ <i>Kegiatan di kelas ini mendorong siswa untuk mengembangkan ide-idenya sendiri tentang permasalahan yang dipelajari.</i></p>					
<p>9. I spend time consulting with students on how to improve their work on individual and/or group projects./ <i>Saya menghabiskan waktu untuk memberikan konsultasi bagi siswa tentang bagaimana meningkatkan pekerjaan mereka pada proyek individu dan / atau kelompok.</i></p>					
<p>10. Activities in this class encourage students to develop their own ideas about content issues./ <i>Kegiatan di kelas ini mendorong siswa untuk mengembangkan ide-idenya sendiri tentang permasalahan yang dipelajari.</i></p>					
<p>11. What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area./ <i>Apa yang harus saya katakan tentang suatu topik penting bagi siswa untuk memperoleh perspektif yang lebih luas tentang isu-isu di bidang itu.</i></p>					

<p>12. Students would describe my standards and expectations as somewhat strict and rigid./ <i>Siswa mendeskripsikan standar dan harapan saya sebagai sesuatu yang ketat dan kaku.</i></p>					
<p>13. I typically show students how and what to do in order to master course content./ <i>Saya biasanya menunjukkan kepada siswa bagaimana dan apa yang harus dilakukan untuk menguasai konten pembelajaran.</i></p>					
<p>14. Small group discussions are employed to help students develop their ability to think critically./ <i>Diskusi kelompok kecil digunakan untuk membantu siswa mengembangkan kemampuan mereka untuk berpikir kritis.</i></p>					
<p>15. Students design one of more self-directed learning experiences./ <i>Siswa merancang salah satu dari pengalaman belajar mandiri.</i></p>					
<p>16. I want students to leave this course well prepared for further work in this area./ <i>Saya ingin siswa meninggalkan pembelajaran ini dengan persiapan</i></p>					



<p><i>yang baik untuk pekerjaan selanjutnya dibidang ini.</i></p>					
<p>17. It is my responsibility to define what students must learn and how they should learn it./ <i>Merupakan tanggung jawab saya untuk menjelaskan apa yang harus dipelajari siswa dan bagaimana mereka harus mempelajarinya.</i></p>					
<p>18. Examples from my personal experiences often are used to illustrate points about the material./ <i>Contoh dari pengalaman pribadi sering saya gunakan untuk mengilustrasikan poin-poin tentang materi.</i></p>					
<p>19. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things./ <i>Saya membimbing siswa pada proyek pembelajaran dengan mengajukan pertanyaan, mengeksplorasi pilihan, dan menyarankan cara alternatif untuk melakukan sesuatu.</i></p>					
<p>20. Developing the ability of students to think and work independently is an important goal./ <i>Mengembangkan</i></p>					

<p><i>kemampuan siswa untuk berpikir dan bekerja secara mandiri merupakan tujuan penting.</i></p>					
<p>21. Lecturing is a significant part of how I teach each of the class sessions./ <i>Ceramah adalah bagian penting dari bagaimana saya mengajar setiap sesi kelas.</i></p>					
<p>22. I provide very clear guidelines for how I want tasks completed in this course./ <i>Saya memberikan panduan yang sangat jelas tentang bagaimana saya ingin tugas diselesaikan dalam pembelajaran ini.</i></p>					
<p>23. I often show students how they can use various principles and concepts./ <i>Saya sering menunjukkan kepada siswa bagaimana mereka dapat menggunakan berbagai prinsip dan konsep.</i></p>					
<p>24. Course activities encourage students to take initiative and responsibility for their learning./ <i>Kegiatan pembelajaran mendorong siswa untuk mengambil inisiatif dan tanggung jawab atas pembelajaran mereka.</i></p>					

<p>25. Students take responsibility for teaching part of the class sessions./ <i>Siswa bertanggung jawab untuk mengajar sebagian dari sesi kelas.</i></p>					
<p>26. My expertise is typically used to resolve disagreements about content issues./ <i>Keahlian saya biasanya digunakan untuk menyelesaikan perbedaan pendapat tentang masalah pembelajaran.</i></p>					
<p>27. This course has very specific goals and objectives that I want to accomplish./ <i>Pembelajaran ini memiliki tujuan dan sasaran yang sangat spesifik yang ingin saya capai.</i></p>					
<p>28. Students receive frequent verbal and/or written comments on their performance./ <i>Siswa sering menerima komentar lisan dan / atau tertulis dari saya tentang kinerja mereka.</i></p>					
<p>29. I solicit student advice about how and what to teach in this course./ <i>Saya meminta saran siswa tentang bagaimana dan apa yang harus diajarkan dalam pembelajaran ini.</i></p>					

<p>30. Students set their own pace for completing independent and/or group projects./ <i>Siswa menentukan langkah / ritme mereka sendiri untuk menyelesaikan proyek mandiri dan / atau kelompok.</i></p>					
<p>31. Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need./ <i>Siswa mungkin menggambarkan saya sebagai “gudang pengetahuan” yang membagikan fakta, prinsip, dan konsep yang mereka butuhkan.</i></p>					
<p>32. My expectations for what I want students to do in this class are clearly defined in the syllabus./ <i>Harapan saya untuk apa yang saya ingin siswa lakukan di kelas ini dijabarkan dengan jelas dalam silabus.</i></p>					
<p>33. Eventually, many students begin to think like me about course content./ <i>Akhirnya, banyak siswa mulai berpikir seperti saya tentang pembelajaran.</i></p>					
<p>34. Students can make choices among activities in order to complete course</p>					

<p>requirements./ <i>Siswa dapat membuat pilihan kegiatan untuk menyelesaikan pra-syarat pembelajaran.</i></p>					
<p>35. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates./ <i>Pendekatan saya dalam mengajar mirip dengan manajer kelompok kerja yang mendelegasikan tugas dan tanggung jawab kepada bawahan.</i></p>					
<p>36. There is more material in this course than I have time available to cover it./ <i>Ada lebih banyak materi dalam pembelajaran ini daripada waktu yang saya miliki untuk mem bahasanya.</i></p>					
<p>37. My standards and expectations help students develop the discipline the need to learn./ <i>Standar dan harapan saya membantu siswa mengembangkan disiplin yang perlu dipelajari.</i></p>					
<p>38. Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave./ <i>Siswa mungkin menggambarkan saya sebagai "pelatih" yang bekerja sama dengan</i></p>					

<p><i>seseorang untuk memperbaiki masalah dalam cara mereka berpikir dan berperilaku.</i></p>					
<p>39. I give students a lot of personal support and encouragement to do well in this course./ <i>Saya memberikan banyak dukungan dan dorongan pribadi kepada siswa untuk berhasil dalam pembelajaran.</i></p>					
<p>40. I assume the role of a resource person who is available to students whenever they need help./ <i>Saya berperan sebagai narasumber yang tersedia bagi siswa kapan pun mereka membutuhkan bantuan.</i></p>					