

**A STUDY OF TEACHING STYLES BASED ON LECTURERS' GENDER  
IN ENGLISH TADRIS STUDY PROGRAM AT IAIN CURUP**

**THESIS**

This thesis is submitted to fulfill  
the requirement for “Sarjana” degree in English Tadris Study Program



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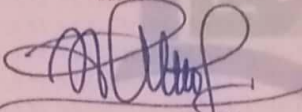
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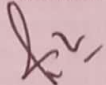
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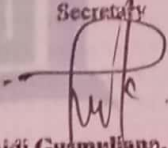
  
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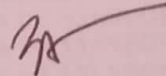


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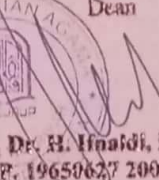
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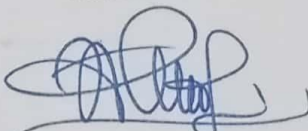
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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr.Wb

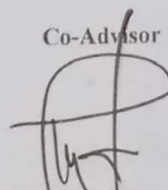
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## PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled "A Study of Teaching Styles Based on Lecturers' Gender In English Tadris Study Program At Iain Curup"

This thesis is part of the completion of the first stage (S1) undergraduate degree program of the IAIN Curup English Tadris Study Program. The author realizes that the paper is far from perfect, so the author really grateful for future perfection

Last but not least, the author hopes that this thesis will be really useful for those interested in this field of research

Curup, August 2021

The Researcher



Nunit Venti Lova

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*Assalammu'alaikum Wr.Wb*

In the name of Allah, benevolent, praise Allah, Lord of the worlds. Only with the grace, blessing, and help of Allah, the writer can finish writing this simple thesis. May the last prophet Muhammad, his family, companions and followers pray for peace.

*Alhamdulillah*, the researcher had finished this thesis entitled “***A Study of Teaching Styles Based on Lecturers' Gender In English Tadrís Study Program At Iain Curup***” This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadrís Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alam. Wassalamu'alaikum Wr.Wb

Curup, August 2021

The Researcher



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# **Motto and Dedication**

**“The best sword that you have is a  
limitless patience.”**

This thesis is dedicated to:

## **My Parents**

My Mother “Maryana” and My Daddy “Abdurokhman, S.P” who always supported me physically and spiritually and gave everything what I needed. You are the light house in the night. Thank you so much for all forms of your everlasting love. I love you!

## **My Brothers**

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You teach me patience which is very extraordinary.

Thank you, because you guys I am very encouraged to finish my study.

I love you in my hate.

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Dear one, for you this thesis I dedicate. I love to say thank you for everything!

Thank you for being a wonderful partner. I know things kinda difficult now.

I have no idea what future’s gonna hold, but  
you are what I hoped for. ILY!

## **My Family Friend**

Sharah Cordelia (Dudud) and Diana Pitri (Upit).

Thank you for all the happiness you have created.

## **My Comrade**

Nabil, thank you for everything that you have given to me.



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Members of basketball team: Upit, Una, Mira, Dinda, Dwi Pega and also coach Andi Saputra, we are solid with 1 2 2.

Thank you for the fun game!

### **My Fellow KKN**

Mbak Endel, Umi Sel, Eyin.

Thank you for the meaningful KKN.

### **My Second Family**

Ayah, Almh Ibuk, Ka Zik and Bela, and also Laras Collin.

### **For, Ajeng Bestari**

Dear ma friend from elementary school, thank you for being a friend without conflict, thanks for not bothering each other and thanks also for the wifi.

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**And for the last, My Almamater IAIN Curup. Thank you so much.**

**Without you I'm nothing.**

## **ABSTRACT**

**Nunit Venti Lova, 2021** : **A Study of Teaching Styles Based on Lecturers' Gender In English Tadris Study Program At Iain Curup**

**Advisor** : **Leffi Noviyenty, M.Pd**

**Co-advisor** : **Paidi Gusmuliana, M.Pd**

The study investigate the different styles of English lecturers by gender. The researcher employed mix method research. The subject of this research was English lecturers at IAIN Curup. The instrument of this research was questionnaire and interview where the questionnaire is adopted from Grasha. Based on percentages of questionnaire, the highest percentages of styles had been done by male lecturers in teaching styles is Delegator with percentage 91% it indicates is Very High Used. The result of the teaching styles survey that concluded that the highest percentages of styles had been done by female lecturers in teaching styles is Delegator with percentage 89% it indicates is Very High Used. The results show the highest percentage of male and female English lecturers is equally dominant in the teaching styles of the Delegator. However, did not find any significant differences in teaching styles used by male and female lecturers at IAIN Curup. Both male and female lecturers were equally dominant in using the teaching styles, namely the Delegator teaching styles.

**Keywords:** *Teaching Styles, Male Lecturers, Female Lecturers*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Lecturers are very important aspect that determine or influence the success of teaching and learning process. The lecturer must be professional to create students competence according their characteristics. Based on educations No. 14/2005 chapter IV and section 10 states that lecturer must have four competencies; they are pedagogic competence, personality competence, professional competence and social competence.<sup>1</sup> In order to provide material that is easy for students to understand. Lecturers play an important role in activities learning with an educational pattern, teach, and train. In addition, lecturers also create creative learning and thinking critical.

One of the most important elements in the learning process is the teaching styles of the lecturer. Lecturers with good and reliable teaching styles are expected to produce quality educators. Teaching styles is a method or method used by educators while doing teaching. According to Grasha, teaching style is viewed as particular pattern of needs, belief and behaviors that lecturer display in the classroom.<sup>2</sup> He also stated that styles is multidimensional and affect how lecturer present information, interact

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<sup>1</sup> "Undang-Undang-Nomor-14-Tahun-2005.Pdf," n.d.

<sup>2</sup> Grasha, A.F, *Teaching With Styles, A Particular guide to enhance learning by understanding learning and teaching styles* (Newyork: alliance Publisher:1996), P.6

with student, manage classroom task, supervisory coursework, socialize students to the field and mentor students.<sup>3</sup> The lecturer's teaching styles in the teaching and learning process determines student learning interests. Teaching styles is very important aspect to manipulate of learning conditions in order students to be comfortable and enjoyable.<sup>4</sup> To avoid tedious classes, teaching style is needed to keep the class comfortable and enjoyable. The difference in teaching styles that occurs in each lecturer is of course the main factor is the lecturer himself. Both characters are formed by the environment and other external factors, as well as characters formed by physical, psychological and other internal factors. The following are factors that influence the teaching styles of lecturers: Age, personality, motivation, insight, learning styles, and gender.<sup>5</sup>

Gender is a term used to describe social differences between men and women. Gender differences are considered as one of the determinants that can influence teaching styles. A study by Lacey, Saleh, and Gorman examined teaching styles at one institution through measures of inclusion and sensitivity preferences. They found that the styles of male and female faculty differed, especially with how much each of the genders valued student inclusion.<sup>6</sup> Whereas over half of the female faculty members

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<sup>3</sup> Ibid.,Grasha, P.11

<sup>4</sup> Mulyadi and Puspita, *Pengajaran Terbatas*(Micro Teaching), Unpublished Book. Bengkulu University, Bengkulu: 2004, P. 42

<sup>5</sup> Wahyuddin Rauf, "Students' Perception Towards the Lecturer'S Teaching Styles and Personality Traits At Muhammadiyah University of Makassar," 2017.

<sup>6</sup> Document Resume et al., "Lacey, Candace H.; Saleh, Amany; Gorman, Reita Teaching Nine to Five: A Study of the Teaching Styles Of," 1998.



believed that students should be allowed to define the learning experience for themselves and discern their own styles, male faculty believed they are the holder of the information and know what it is best for students.<sup>7</sup> The quality of teaching of female lecturers is no less good than that of male teachers, although there are some facts that show that there are some striking differences between male and female lecturers. Psychomotorally, male lecturers are clearly more agile, fast, and have more energy compared to female lecturers. This is due to the anatomical structure of a woman's body which influences why women's space is more limited compared to men.

Based on pre-observation conducted during lectures in the English Tadris Study Program at IAIN Curup, the researcher saw differences between male and female lecturers in delivering learning material in the sense of having different teaching styles. The female lecturers often use lecture method when teaching. Meanwhile, male lecturers often use games and technology. Researchers assumed there are differences in teaching styles that are influenced by the gender of the lecturers. In line with Lacey, Saleh, and Gorman found male instructors' styles to be more dominant and exacting, while female's styles were more informal and open toward students and their ideas. It proved that gender is one of the factors why there are differences in teaching styles. Teaching styles is an aspect can

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<sup>7</sup> Thomas F Nelson Laird, "Gender Gaps : Understanding Teaching Style Differences Between Men and Women," 1900, 1–28.

influence students' motivation, seriousness and achievement in learning English subject.<sup>8</sup>

Based on some facts above, researcher interested in researching the teaching styles of lecturers, especially the teaching styles of male and female English lecturers. This study needs to investigate whether the different styles of English lecturers are influenced by their gender or not. Thus, researcher conducted research under the title *A Study of Teaching Styles Based on Lecturers' Gender In English Tadris Study Program At Iain Curup*.

## **B. Research Question**

The research questions formulated as follow:

1. What is teaching styles performed by male English lecturers of IAIN Curup?
2. What is teaching styles performed by female English lecturers of IAIN Curup?
3. What is the difference of teaching styles performed by male and female English lecturers of IAIN Curup?
4. How do the English lecturers implement the styles in the class?

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<sup>8</sup> English Tadris and Study Program, "Elly Rosita," 2018.

### **C. Objectives of the Research**

Based on the research question above, the objective of this research are to investigate:

1. The teaching styles performed by male English lecturers of IAIN Curup.
2. The teaching styles performed by female English lecturers of IAIN Curup.
3. The difference of teaching styles performed by male and female English lecturers of IAIN Curup.
4. The way the English lecturers implement the teaching styles.

### **D. Operational Definition**

To avoid misunderstanding and also to clear out the topic about the concept used by researcher in this research the brief descriptions below about key terms discussed in this research.

1. Teaching styles

Teaching Styles is the work of the teacher.<sup>9</sup> Style is the particular way in which something done.<sup>10</sup> In this study, teaching styles means how lecturer gives the material to the student in classroom, in order to be able to make student more understand about the material.

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<sup>9</sup> Hornby A.S, *Oxford Advance Learners Dictionary*, Oxford: International New Students Edition, P.1225

<sup>10</sup> Ibid., P. 1527

## 2. Gender

Gender refers to the roles and responsibilities of men and women created in our family, our society and our culture. The concept of gender also includes expectations of female and male characteristics, attitudes and possible behaviors (femininity and masculinity).<sup>11</sup> In this research, gender is the difference in teaching styles characteristics between male and female English lecturers of IAIN Curup.

### **E. Significances of the Research**

#### 1. Theoretically:

- a. Theoretically, the results of this study are expected to enrich the knowledge of teaching styles that lecturers use.
- b. The result of this research would give more information to the reader about lecturers' teaching styles.
- c. The result of this research would give more information to the next writers who are interested in analysis about teaching styles.

#### 2. Practically

- a. Practically, this research is expected to make contributions or insights for English teachers in applying teaching styles, to increase their success in providing understanding to students.

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<sup>11</sup> Mukhopadhyay M. March, C., Smyth I., "Baseline Definitions of Key Concepts and Terms," *UNESCO's Gender Mainstreaming Implementation Framework*, no. April (2003): 1–3.

- b. The lecturers can use the theories of the study as a directive while teaching.
- c. The lecturers can improve their teaching English with styles.

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Theories

##### 1. Teaching English

The word of teaching deliver form “teach” teaching is an art. It is art of transferring of knowledge and skill student. It means art of transferring of knowledge and skill to student.<sup>12</sup> Teaching has variation of technique in teaching depending on the art talent with every lecturer. Chamber said that teaching is a complex of activities, strategies, mechanism, invitations, stimuli and rhetorical ploys designed to help students learn and become better learners.<sup>13</sup> Based on the explanation above, teaching can be said as the work of lecturer to give instruction or lesson to the student.

English is a language which has traditionally become an international language for one chief reason: the power of its people especially their political and military power.<sup>14</sup> In this context, teaching English is proses of giving knowledge about a language which has traditionally become an international language for one chief reason to the student trough method, media and facility. We can see that almost

---

<sup>12</sup> Pardiono, *past bisa bahasa inggris communicative teaching 12 tenses grammar material and paset*, (Jogjakarta, 2003), P. 111

<sup>13</sup> Chambers, Ellie. *Teaching and Learning English Literature*. (London: Sage Publication 2006)

<sup>14</sup> David Crystal. *English as a global language* published in the United Stated of America by Chambrige University Press, New York. 2003. P.9

all continents and countries use English as the second and foreign language to communicate with foreigners. That is why teaching English is very important.

The success of teaching English depends on the way lecturers use their roles in the classroom. The roles of lecturer are as a controller, assessor, organizer, prompter, participant, resource, coordinator, instructor, manager, entertainer and discipliner.<sup>15</sup> There are many aspects should be considered by the lecturer to make teaching English process run properly. In teaching English, the lecturer must expose the understanding of learners' ability in learning English process. It will determine the philosophy of education, approach, method, classroom technique and teaching styles.

## **2. Gender**

Gender is a term used to describe social differences between men and women. Gender differences are considered as one of the determinants that can influence teaching styles. A study by Lacey, Saleh, and Gorman examines an institution's teaching style by measuring inclusiveness and sensitivity preferences.<sup>16</sup> They found that male and female teachers have different styles, especially the importance of different genders on student tolerance. More than half of female teachers believe that students should be allowed to define their

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<sup>15</sup> Usman Uzer, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosdakarya, 1998), P.11

<sup>16</sup> Resume et al., "Lacey, Candace H.; Saleh, Amany; Gorman, Reita Teaching Nine to Five: A Study of the Teaching Styles Of."

own learning experience and distinguish their own style, while male teachers believe that they are holders of information and know what is best for students.<sup>17</sup>

Gender differences in teaching styles while also controlling for disciplinary area. Given that faculty from many fields are predominantly men and in a few instances predominantly women, controlling for discipline is important. Different teaching activities, ranging from class discussion and group projects to simulations and role play.<sup>18</sup>

Female lecturers tend to use more interactive teaching techniques, such as classroom discussions, group discussions, and group projects. This approach is consistent with other elements of anti-hierarchical organization and feminist pedagogy. Male lecturers are more likely to use less personal methods, such as lectures and computer applications in the classroom.<sup>19</sup>

The quality of teaching of female lecturers is no less good than that of male teachers, although there are some facts that show that there are some striking differences between male and female lecturers. Psychomotorally, male lecturers are clearly more agile, fast, and have more energy compared to female lecturers. This is due to the

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<sup>17</sup> Laird, "Gender Gaps : Understanding Teaching Style Differences Between Men and Women."

<sup>18</sup> Thomas F Nelson Laird, "Gender Gaps in Collegiate Teaching Style : Variations by Course Characteristics," no. September (2014), <https://doi.org/10.1007/s11162-010-9193-0>.

<sup>19</sup> Gene H Starbuck and D Ph, "College Teaching Styles by Gender," 2003, 1–7.



anatomical structure of a woman's body which influences why women's space is more limited compared to men.

### 3. Teaching Styles

Every lecturer has a different style in teaching, although they have same purpose, it is called as lecturers' teaching styles. Lecturers' teaching styles is the way that is used to give information.<sup>20</sup> It can be said, lecturers' styles is how the lecturer delivered them information to the students while teaching learning process. It is also teacher's way in manipulating teaching and learning condition in order to make the students feel comfortable in learning.<sup>21</sup> It means that teaching styles is a way for educators to make it easier for students in order to receive subject matter, as well as a tool to overcome student boredom and increase student interest in learning.

Many experts explain about the definition of teachers' teaching styles. According to Mosston in Moallem says that teaching styles is effective and creative and creative way of teaching physical education. He also state that teaching styles is one of teaching ways which can raise the students motivations in learning English, because the teacher use the strategies to teach student effectively. Thus, students will be able to achieve the contents of materials that have been though well.<sup>22</sup>

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<sup>20</sup> Maollem, *Teaching and learning styles*, 2002, Retrieved on April 2015 from [www.member.shaw.ca/mdde615/tchstvcats.html.com](http://www.member.shaw.ca/mdde615/tchstvcats.html.com), P.3

<sup>21</sup> Op.Cit., Mulyadi and Puspita, P. 42

<sup>22</sup> Op.Cit.,Maollem., P.3

According to Anderson in Nurrohim says that effective teaching requires the ability to make sense out of massive amount of information in order to a wide variety of decision concerning.<sup>23</sup> It means, as an educators a lecturer must have the ability to master the subject matter well, so he will really act as a source of learning for students. So, whatever students ask about the lesson then he will be able to answer it firmly and confidently. A lecturer must have a boarder reference than students.

Furthermore, Bannet pointed out that teaching style refers to the personal behavior and media commonly used by teachers in the process of interacting with learners. No matter what method is used, this is the characteristic method of teachers.<sup>24</sup> In addition, Brown added that the teaching style refers to the teacher's personal behavior and the media used to transmit data to or receive data from the learner, and involve the implementation of the teacher's teaching philosophy.<sup>25</sup> It means that the teaching style is influenced by the instructor's personal behavior. George identified teaching styles as a teacher's personal behaviors.<sup>26</sup>

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<sup>23</sup> Nurrohim, *A Study of English Teachers Teaching Styles at Senior High School Putri Hijau North Bengkulu*, (Bengkulu: UNIB,2007), P. 6

<sup>24</sup> Bennett, N, *“Teaching styles and pupil progress”*, Harvard University Press, Boston, 1976, P.27

<sup>25</sup> Brown, D, *“Teaching by principles. An interactive approach to language pedagogy”*, Longman, New York,2001, P.231

<sup>26</sup> George, A. F, *Learning/Teaching Styles: potent forces behind the scenes. Educational Leadership*, 1979, P.234

According to Grasha in 1996, teaching styles represent those enduring personal qualities and behaviors that appear in how we conduct our classes. It is both something that defines us, that guides and directs our instructional processes, and that has effect on students and their ability to learn.<sup>27</sup> It means, teaching styles is a way that educators use when implementing learning that reflects themselves so that it becomes a determinant of their teaching styles and distinguishes itself from other educators. The teaching styles of a lecturer can also influence students' interest and learning abilities.

According to Grasha, teaching styles is viewed as a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom. He also states that styles is multidimensional and affect how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field, and mentor students. In other words teaching styles refers to a teacher's pervasive qualities that persist even though situational conditions may change. It is a label associated with various acquirable and identifiable sets of consistent classroom behaviors by the teacher regardless of the content that is being taught. It can also be defined as "the expression of the totality of one's philosophy, beliefs, values, and behaviors".<sup>28</sup>

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<sup>27</sup> Op.Cit.,Grasha., P.44

<sup>28</sup> Laleh Fakhraee Faruji, "Teachers ' Teaching Styles at English Language Institutes in Iran," no. January (2012): 364–73.

Brown says that teaching styles will almost always be consistent with your personality styles, which can vary greatly from individual to individual. Grasha states these situations led to students getting and losing learning opportunity from the teaching styles “the teaching method was biased” and it appeared in every classroom because each had one type of teaching styles and various types of learning styles. More than half of the student in a classroom will always be a disadvantaged learner because of the mismatch between the teaching and learning styles. Not only did they have a low achievement, they also had a negative self-concept, got bored and escaped from the classroom, expressed aggressive behaviors, and became disabled learners or dropouts. So, many educators have seriously confirmed that the teacher should explore the teaching styles of themselves and learning styles of their students and also design classroom activities before they start teaching every generation.<sup>29</sup>

From the definitions of teaching styles above, then as a person lecturers must become educators who have a sense and knowledge related to the teaching styles because by knowing about the teaching styles the lecturer will better understand the teaching that is appropriate to apply and lecturers will further enhance capacity and creativity as lecturer. So that success in English achievement can be obtained.

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<sup>29</sup> Siti Nur Maela Thesis, “*Teachers’ Styles In Teaching English On Student at Ma Al Hikmah 2 Brebes In The Academic Year 2017/2018*”, IAIN Surakarta, Surakarta:2018, P.25

### **a. Aspect of Teaching Styles**

Every lecturer has a different style that they use in teaching process. According to Grasha, he mentions that the teaching styles examined in the integrated model are those of the Expert, Formal Authority, Personal Model, Facilitator, and Delegator.<sup>30</sup>

#### **1) Expert**

The expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The teacher is concerned with transmitting information and ensuring that students are well prepared.<sup>31</sup>

Expert style is highlighted by lecturers who have knowledge and expertise in the subject matter. The lecturer is concerned with giving correct information to students. Actually, he/she is very knowledgeable in the field at hand; this of course may intimidate many students. The lecturers attempt to preserve their status as an expert in front of the student by teaching in detail and depth and by challenging students to enhance their competence. The lecturers who use this style require the students to prepare well and focus on transmitting information well.

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<sup>30</sup> Op. Cit., Grasha, P.154

<sup>31</sup> Ibid

## 2) **Formal Authority**

This teaching style is an instructor-centered approach where teachers are responsible for providing and controlling the flow of content. The ‘formal authority’ type possesses status among some students because of knowledge and role as a faculty member. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students. Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.<sup>32</sup>

The formal authority style is when the teacher always gives positive or negative feedback to the students. This teaching styles, teachers have responsible to providing and controlling the flow of content. Teachers with this style will follow the lesson plan, syllabus, modules that have given.

## 3) **Personal Model**

The demonstrator/personal teacher believes in ‘teaching by personal example’ and establishes a prototype for how to think and behave. This instructor oversees, guides and directs by showing how to do things, encouraging students to observe and then to emulate the instructors’ approach.<sup>33</sup>

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<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

Teachers with personal model teaching styles tend to be teacher-centered in classroom teaching, with emphasis on demonstration and modeling. The teacher acts as a model and advice students to observe and apply a certain approach which is effective in teacher's point of view. This styles should be done by using personal example and teach the students by example. Teachers act as a prototype to students and how to think and behave. This styles encourages students' involvement in the class and teacher adapt their presentation to include various learning.

#### **4) Facilitator**

This is a student-centered approach. The instructor acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks. This teaching styles fosters independent as well as collaborative learning. The instructor typically designs group activities which require active learning, student-to-student collaboration and problem-solving.

Facilitators tend to approach all learning situations alike. They are usually described as open and flexible. Lecturers who have a facilitator model teaching styles tend to focus on activities. This teaching styles emphasizes students to take the

initiative for meeting the demands of various learning task and lecturer just give facilitation that student need.<sup>34</sup>

This type of teaching styles works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students. Lecturer typically in this facilitator styles design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of lecturer would often try to design learning situations and activities that require student processing and application of course content in creative and original ways. This styles emphasizes the nature of teacher-student interaction personally, guides and directs students by asking them to ask questions about something, investigate some of the options available, and propose several alternatives to establish criteria for selecting various choices. Some overall objectives are developed so that students can act independently, have initiative, and take responsibility. Work with students in an activity in an effort to provide as much consultation, encouragement and support as possible.

#### **5) Delegator**

The teacher is concerned with developing students' capacity to function in an autonomous fashion. Students work

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<sup>34</sup> Op. Cit., Heimlich, J. E. & Nor land, E, P.128



independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.<sup>35</sup> Delegator styles focuses to shape students' ability to learn autonomously. The teacher delegates and places the control and the responsibility for learning on the students and/or groups of students. Students work independently on projects or as part of autonomous teams. In this style, the students make a choice in creating and applying their own complex learning projects while the teacher acts in a consultative role.

Furthermore, according to Van Tilburg and Heimlich defined two domains to describe a person's teaching styles: Sensitivity and Inclusion.<sup>36</sup>

a) The sensitivity domain is based on the ability of the teacher to sense the shared characteristics of the learners. Sensitivity is the teacher's belief about the need to understand students to interact with them.<sup>37</sup> It explains the time and effort teachers spend on gathering information about their students. This can also be interpreted by a teacher's concern for their students.

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<sup>35</sup> Op. Cit., Grasha, P.154

<sup>36</sup> Resume et al., "Lacey, Candace H.; Saleh, Amany; Gorman, Reita Teaching Nine to Five: A Study of the Teaching Styles Of."

<sup>37</sup> Loc. Cit

- b) The inclusion domain is based on the teacher's willingness and ability to utilize instructional strategies that take advantage of the group's characteristics.<sup>38</sup> Inclusion refers to teachers' beliefs about the importance of students being involved in the learning experience.

The other style about the teaching styles according to Felder & Soloman consists of 4 models, namely:

- a) Formal Authority: A instructor-centered approach where the instructor feels responsible for providing and controlling the flow of content which the student is to receive and assimilate. The formal authority figure does not concern himself with creating a relationship with the student nor is it important if the students build relationships with each other.
- b) Demonstrator or Personal Model: A instructor-centered approach where the instructor demonstrates and models what is expected (skills and processes) and then acts as a coach or guide to assist the students in applying the knowledge. This style encourages student participation and utilizes various learning styles.
- c) Facilitator: A student centered approach where the instructor facilitates and focuses on activities.

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<sup>38</sup> Ibid.

Responsibility is placed on the students to take initiative to achieve results for the various tasks. Students who are independent, active, collaborative learners thrive in this environment. Instructors typically design group activities which necessitate active learning, student-to-student collaboration and problem solving

- d) Delegator: A student-centered approach whereby the instructor delegates and places much control and responsibility for learning on individuals or groups of students. This type of instructor will often require students to design and implement a complex learning project and will act solely in a consultative role. Students are often asked to work independently or in groups and must be able to effectively work in group situations and manage various interpersonal roles. Delegators are the last teaching style that really requires creative ideas from children to learn something.<sup>39</sup>

Teaching styles is one of teaching variations used by teacher in teaching and learning process. It can make students more enjoyable, comfortable and interesting in learning process. There are many teaching styles that can be used by lecturers in giving material to the students. From three models

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<sup>39</sup> Tadris and Program, "Elly Rosita."

of teaching styles Grasha, Van Tilburg and Heimlich and Felder & Soloman, the researcher decided to choose the Grasha's theory of teaching styles. Grasha identifies five teaching styles in his teaching styles models based on what he regarded as metaphors or role models. The five teaching styles are expert, formal authority, personal model, facilitator and delegator teaching styles.<sup>40</sup>

#### **b. The Important of Teaching Styles**

Understanding how and why men and women teach differently is critical to assisting faculty in their efforts to improve their teaching.<sup>41</sup> It can be interpreted that the teaching styles is important to be understood by lecturers to improve their teaching. Teaching styles is very important aspect to manipulate of learning conditions in order students to be comfortable and enjoyable.<sup>42</sup> Teaching styles is also a way for lecturers to manipulate the atmosphere in the classroom to keep it fun. To avoid tedious classes, teaching style is needed to keep the class comfortable and enjoyable.

According to Grasha, teaching styles is viewed as a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom. He also states that styles is multidimensional and affect how teachers present information, interact with students, manage

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<sup>40</sup> Op. Cit., Grasha, P.154

<sup>41</sup> Op. Cit., Amy K. Garver & Amanda Suniti Niskodé, P.3

<sup>42</sup> Op. Cit., Mulyadi and Puspita, P.42

classroom tasks, supervise coursework, socialize students to the field, and mentor students.<sup>43</sup> In other words, the teaching styles refers to the way the lecturer delivers the learning material, the way the lecturer interacts with his students, and manages the class so that the class does not become a boring class. Students will feel bored if teacher just sit and talk monotonously from beginning till the end of their teaching. So, they need teaching styles to do variations in teaching.

## **B. Review of Related Findings**

The researcher has found similar studies conducted before this. They discussed about English teaching styles, teachers teaching styles, lecturers teaching styles, differences in teaching quality of male teachers and female teachers, ets in teaching styles.

First, comes from Siti Nur Maela, which entitled by "*Teachers' Styles In Teaching English On Studentat Ma Al Hikmah 2 Brebes In The Academic Year 2017/2018*". Siti's research closely related to what the researcher wants to observe here: Teaching Styles. But, the difference is, researcher focus on teaching styles of male and female lecturers. Siti used qualitative method in her research. She focused on research teaching styles used by 5 female English teachers, the reasons and factors that make the teacher use the styles. Where the research subject in his research was got based on the purposive sampling technique.

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<sup>43</sup> Op. Cit., Grasha, P.3

The conclusions of Siti's research based on the five teachers she studied were, as follows: The first teacher is dominant using the delegator styles, sometimes use facilitator styles. From the second teacher, Siti conclude that the teacher dominant using expert and facilitator styles. Then, the third teacher is dominant using the facilitator styles. As with the third teacher, the fourth teacher is also more dominant using the facilitator styles. And the last, Siti concluded that the dominant styles of the fifth teacher is the facilitator and expert. <sup>44</sup>

The second research is the study from Ashri Paruhum Pohan which entitled by "*An Analysis of Teacher's Teaching Styles: A Study at Senior High School Number 01 Kepahiang*". As well as research conducted by Siti, Ashri also examines teaching styles. The difference is, in Ashri's research, the focus is on how to teach certified and non-certified teachers. In this study he used descriptive qualitative methods. Where the subject of research was all English teacher that teach English subject in SMA N 01 Kepahiang. <sup>45</sup>

The third research is the study from Elly Rosita which entitled by "*An Analysis of Lecturer's Teaching Styles in Non English Class at IAIN Curup*." Elly examined teaching styles. Elly also researched teaching styles. The difference is, in Elly's research, she examined the teaching styles of English lecturers who teach in non-English classes. In this

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<sup>44</sup> Siti Nur Maela, "*Teacher's Styles In Teaching English On Student MA Al Hikmah 2 Brebes In The Academic 2017/2018*." Thesis (Surakarta: ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY THE STATE ISLAMIC INSTITUT OF SURAKARTA, 2018)

<sup>45</sup> Ashri Paruhum Pohan, "*An Analysis of Teacher's Teaching Styles: A Study at Senior High School Number 01 Kepahiang*." Thesis (Curup: Education Department STAIN Curup, 2015)

research she used descriptive research. Where the research subject is English lecturers who teach in a non-English major at IAIN Curup. The conclusion is there five teaching styles used by English teachers. There are experts, facilitators, the formal authority, personal model and teaching styles of the delegator. The results show that the dominant teaching styles often used by teachers is facilitator teaching styles.<sup>46</sup>

Based on the explanation above, previous research only examined the teaching styles. This research has different from those researches. The difference is, in this study the researcher will investigate the teaching styles used by male and female lecturers in English Tadris Study Program at IAIN Curup. Then, investigate the differences in teaching styles of lecturers based on the gender of the lecturers and the implementation also.

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<sup>46</sup> Tadris and Program, "Elly Rosita."

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses kind of the research, subject of research, technique of collecting data, research instrument, research instrument, and technique of data analysis.

#### A. Kind of Research

This research used mixed method since the 1, 2, 3 research questions are used questionnaire, while the fourth research question answered by semi structured interview. According to Jack Fraenkel et al, mixed method is the method involves the use of both quantitative and qualitative methods in a single study.<sup>47</sup> Mixed methods research combines qualitative and quantitative approaches by including both qualitative and quantitative data in a single study. The purpose of mixed methods research is to build on the synergy and strength that exists between qualitative and quantitative research methods to understand a phenomenon more fully than is possible using either qualitative or quantitative methods alone.<sup>48</sup>

In this research, researcher used explanatory sequential mixed methods design (also called a two phase model) to provide relevant information needed to understand the research problem more effectively. It starts with quantitative data collection and then qualitative data collection,

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<sup>47</sup> Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*, New York: MC GRAW HILL, 2012, p. 555

<sup>48</sup> Gay L. R, *Education Research: Competencies for Analysis and Application (Third Edition)*, (Columbus: Merrill Publishing, 1987), p. 481



which aims to help explain or specify the quantitative results previously obtained.<sup>49</sup> In this study, the quantitative data obtained from questionnaire and qualitative data gained from interview. Researcher first used quantitative methods for research, and then continued to use qualitative methods for more in-depth research.

## **B. Population and Sample**

### **1. Population**

Margono state that, population is the whole subjects of research that become our notice in the scope and time what we determine.<sup>50</sup> Population relate to the data. In other hand, population is all subject in research. The population of this research is English lecturers at IAIN Curup. The number of male lecturers is 6 and female lecturers are 7, so the total number of English lecturers is 13.

### **2. Sample**

In this research, researcher used total sampling. According to Syarnubi cited in Maysaroh, “total sampling is a kind of sampling technique by deciding all member of research population as the sample”.<sup>51</sup> The reason for taking total sampling because according to Sugiyono cited

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<sup>49</sup> Parlindungan Pardede and Universitas Kristen Indonesia, “Mixed Methods Research Designs in EFL 1,” no. April 2018 (2019).

<sup>50</sup> Margono S, “*Metodologi Penelitian Pendidikan*”, PT Rineka Cipta, Jakarta:2004, P.18

<sup>51</sup> Iain Curup, “TEACHING TRANSLATION AT IAIN CURUP INSTITUTE COLLEGE FOR ISLAMICSTUDIES,” 2019.

in Maysaroh “the numbers of population Less than 100 whole populations were all sampled of research”.<sup>52</sup>

**Table 3.1**  
**Sample of the research**

<b>Gender of Lecturers</b>	<b>Quantity</b>
Male	5
Female	6
<b>Total</b>	<b>11</b>

Unfortunately, there were two English lecturers who do not provided themselves as the respondents.

### **C. Techniques of Collecting Data**

#### **1. Questionnaire**

Questionnaires are defined as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing or their answer or selecting them among existing answer.<sup>53</sup> For this research, questionnaire is very crucial to get detail data about teaching styles of male and female English lecturer at IAIN Curup. In this study, the questionnaire can be open-ended or close-ended.<sup>54</sup> The researcher used format of questionnaire in this research is closed-ended. It means samples answered the question based on the answers provide that is prepared by researcher. Dawson

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<sup>52</sup> Curup.

<sup>53</sup> Mark and Gass in Mohamed mubarak, “*Corrective Feedback in L2 Writing(A study of practice and effectiveness in the Bahrain context)*”, ( Bahrain: The University of sheffield, 2013),p.122

<sup>54</sup> Curup, “TEACHING TRANSLATION AT IAIN CURUP INSTITUTE COLLEGE FOR ISLAMICSTUDIES.”

mentions there are several benefits of using closed-ended questionnaire:

- a. Tend to be quicker to administer.
- b. Often easier and quicker for the researcher to record responses.  
Tend to be easy to code.
- c. Respondents can only answer in a predefined way. New issues cannot be raised.
- d. Respondents can only answer in a way which may not match their actual opinion and may, therefore, become frustrated.
- e. Is quick and easy for respondents to tick boxes – might be more likely to answer all the questions.
- f. Can include a section at the end of a closed-ended questionnaire for people to write in a longer response if they wish.<sup>55</sup>

In conclusion, the researcher used the closed-ended for do the questionnaire with purpose to get the data from English lecturer about teaching styles by male and female English lecturer. Moreover, Sugiyono in maysaroh “ in order to measure the scale, One type of question format employed is the Likert format, which provides five responses to each question or statement (a. strongly

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<sup>55</sup> Chaterine Dawson, *Practical Research Method.*, (United Kingdom: Deer Park Production 2000), p.88

agree, b. agree, c. not sure, d. disagree, e. strongly disagree). The table of Likert Scale as follows”<sup>56</sup>.

**Table 3.2**  
**Likert Scoring**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

It means the researcher thinks that using five options scoring in the questionnaire for of this research was more appropriate. Then, the data collection processes by using questionnaire are: a. The questionnaire is given to the respondents. b. Collecting the questionnaire. c. The questionnaire analyzed according to each structure and written expression strategy. d. The questionnaire tabulated and analyzed based on the percentage formula.

Based on the statement above, the questionnaire is distributed by the researcher for research subjects in order to collect data. Researcher distributed questionnaires to male and female lecturers who teach at TBI.

## **2. Interview**

Interview is a meeting of two people to exchange the information and idea through question and responses, resulting in communication

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<sup>56</sup> Curup, “TEACHING TRANSLATION AT IAIN CURUP INSTITUTE COLLEGE FOR ISLAMICSTUDIES.”

and joining construction of meaning about particular topic.<sup>57</sup> Interview is a research tool to gather data in which the interviews are given space to discuss and express their opinions on particular issue. Moreover, interview also provides the interviewer more opportunity to dig the information broader and deeper.<sup>58</sup> Sugiono opined that interview can be done by face to face or by phone.<sup>59</sup>

Interview used in this research was semi-structured interview. Gay further explained that semi-structured interview is to take advantage of strengths of interviews.<sup>60</sup> In addition, Dawson said that in semi-structured interview the participant is free to talk about what she or he deems important, with little influence direction from researcher. In this study, researcher used interview to obtain more information about the differences in teaching styles between male and female lecturers.

#### **D. Instruments**

The instrument is something that used to collect the data or information required.<sup>61</sup> The research instrument is important tool for researcher in collecting the data. So, the instrument is measuring tool the

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<sup>57</sup> Bambang Setiadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif)*, Yogyakarta: Graha Ilmu, 2006, p.231

<sup>58</sup> Cohen, Manion, & Marrison, *Research Method in Education*, New York: Routledge, 2007, p.349

<sup>59</sup> Sugiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2015, p.194

<sup>60</sup> Dawson, *Practical Research Method*, Wiltshire: Cromwell Press, 2002 p. 136

<sup>61</sup> Imam Muslim Thesis, *"An Analysis of English Lecturer's techniques in Teaching English to Islamic Education (PAI) Study Program in STAIN Curup"*, 2018.p.20

study. The researcher uses questionnaire and interview as the instruments of the research. The questionnaire consists of some questions that used for getting information from English lecturer about their teaching styles.

### 1. Questionnaire

Gay mentioned that “Questionnaire is written collection of self-report questions to be answered by selected group of research participant”.<sup>62</sup> The respondent from questionnaire is 6 male English lecturers and 7 female English lecturers in TBI. The researcher uses type close-ended to collect the data.

Close-ended format questionnaire is that include multiple choice answer. Multiple choice questions come from category of close-ended format questions. These multiple choice could either be in even numbers or in odd numbers. “By including closed format questions in the questionnaire design, researcher can easily calculate statistical data and percentages.”<sup>63</sup> The aim of the close-ended format questionnaire is to get information about teaching styles by male and female English lecturer.

The lecturers give the answer based on their teaching styles by give a sign (√) to indicate their choices. Likert scale is the questionnaire design that researcher used measuring with five

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<sup>62</sup> L R Gay, “*Education Research: Competence for Analysis and Application*”, (Florida International University), p.388

<sup>63</sup> Op. Cit., Imam Muslim Thesis, P. 54

options, the options from likert scale could be shorten in the form as bellow:

Strongly Agree : SA                      Disagree : D  
 Agree : A                                  Strongly Disagree : SD  
 Neutral : N

The use of a closed questionnaire here was to determine the teaching styles of male and female lecturers at IAIN Curup. First, the researcher determined the teaching styles indicators adapted from Grasha's theory. Second, after got the indicators the researcher determined the question as the result of indicators' elaboration. Third, the researchers validated each questionnaire with professional lecturer in English Department at IAIN Curup as validator in order to checking the accurateness of questions. Meanwhile, during the process of validation, the validator expanded several question to make it fix with the context and content, as well as checks the grammar for sentences. This questionnaire was adapted from Grasha's theory. The designed of questionnaire is following below:

**Table 3.3**  
**Blue Print of Teaching Styles Survey**  
**(Grasha)**

No	Objectives	Styles	Indicators	Items
1.	To figure out the teachin	Expert	1) Possesses knowledge and expertise	1. I think facts, concepts, and principles are the most important things that students need.

	g styles of male and female English lecturer		that students need.	2. I often show students how they can use various principles and concepts.
			2) Concerned with transmitting information and ensuring that students are well prepared.	3. I do not tend to transfer detailed knowledge to my students 4. I prefer to use the lecturing method or the direct approach in teaching. 5. I do not want students to leave this course before well prepared for further work in this area.
			3) Teacher as a storehouse of knowledge for his students.	6. Students might describe me as a “storehouse of knowledge” who dispenses the facts, principles, and concepts they need.
2.		Formal Authority	Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.	7. Students receive frequent verbal and/or written comments on their performance. 8. I do not give students negative feedback when their performance is unsatisfactory. 9. I give students positive feedback when their performance can directly match my expectations based on the syllabus 10. My expectations for what I want students to do in this class are clearly defined in the syllabus. 11. My standards and expectations help students develop the discipline the need to learn. 12. It is not my responsibility to define what students must learn and how they should learn it.



				13. I provide very clear guidelines for how I want tasks completed in this course
3.		Personal Model	Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	<p>14. What I say and do models are appropriate ways for students to think about issues in the content.</p> <p>15. Example from my personal experiences is often used to illustrate points about the material.</p> <p>16. I usually show students how and what to do to master the lecture material.</p> <p>17. Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.</p> <p>18. I guide my students to directly observe and follow what I demonstrate to them as a role model.</p> <p>19. My Students are encouraged to follow the example I provide.</p>
4.		Facilitator	Emphasizes the personal nature of teacher-student interactions by guiding students, designing group activities for collaboration and problem-solving.	<p>20. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.</p> <p>21. I make students to be active in the class.</p> <p>22. I do not think activities in this class encourage students to develop their own ideas about content issues.</p> <p>23. I use small group discussion to help students develop their ability to think critically and solve</p>

				<p>the problem collaboratively.</p> <p>24. I think developing the ability of students to think and work independently is an important goal.</p> <p>25. I try to provide as much support and encouragement as possible.</p>
			<p>The instructor acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks.</p>	<p>26. Lecturer activities encourage students to take the initiative and responsibility for their learning.</p> <p>27. Students take responsibility for teaching part of the class sessions.</p>
5.		Delegator	<p>The lecturer is available at the request of students as a resource person.</p>	<p>28. I play a role as resource person who is available to students whenever they need help.</p>
			<p>Students work independently on projects or as part of autonomous teams.</p>	<p>29. Students design one of more self-directed learning experiences.</p> <p>30. Students think of themselves as independent learners.</p>
			<p>A lecturer spends time consulting with students and how to improve their work on individual and/or group project.</p>	<p>31. I spend time consulting with students on how they improve their work on individual and/or group projects.</p>
			<p>Students can make choices</p>	<p>32. Students set their own pace for completing</p>

			among activities in order to complete course requirements.	independent and/or group projects.
			Lecturer's approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	33. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.

## 2. Interview Guidance

In order for the researcher to conduct in-depth information interviews, the researcher must obtain interview guidance that indicate which questions to ask, in what order, and how many additional prompts or probes are allowed. Interview guidance was the technique data collection on this the research. According to Sugiyono, the researcher should have guidance in interview activity to direct the question to be asked, in what order and how much additional prompting or probing is permitted. The researcher designed the interview items based on the indicators which were in the main theory of teaching styles.

**Table 3.4**  
**Interview Guidance**

No	Styles	Indicators	Questions
1.	Expert	Concerned with transmitting information and ensuring that students are well prepared.	<ol style="list-style-type: none"> <li>1. What teaching methods do you use? Do you prefer the lecture method? Please explain.</li> <li>2. Do you review the material? Please explain.</li> <li>3. Do you ask students to prepare for next material? Please explain.</li> </ol>
2.	Formal Authority	Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.	<ol style="list-style-type: none"> <li>1. Do you give positive and negative feedback when teaching? Please explain.</li> <li>2. Do you teach based on the syllabus? Please explain.</li> <li>3. Do you set clear learning goals? Please explain.</li> <li>4. Do you set disciplinary standards in your teaching classroom? Please explain.</li> </ol>
3.	Personal Model	Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	<ol style="list-style-type: none"> <li>1. Do you consider yourself a role model and students should imitate you? Please explain.</li> <li>2. Do you show a way that makes it easy for students to master the lesson? Please explain.</li> <li>3. Do you share personal experiences to serve as examples that illustrate the learning material? Please explain.</li> </ol>
4.	Facilitator	Emphasizes the personal nature of teacher-student interactions by guiding students, designing group activities for collaboration and problem-solving.	<ol style="list-style-type: none"> <li>1. How do you get students active in class?</li> <li>2. Are you a good listener if students want to consult? Please explain.</li> </ol>
5.	Delegator	Concerned with developing students' capacity to function in an autonomous fashion. Students work independently	<ol style="list-style-type: none"> <li>1. Do you often give assignments? Please explain.</li> <li>2. Do you give freedom to students in determining alternatives to work on assignments? Please explain.</li> </ol>

	on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.	3. How do you shape students' abilities to learn independently?
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## E. Validity and Reliability of Instrument

### 1. Validity

Before the questionnaire is administered to the sample, the instrument is validated. According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. A valid instrument means the instrument is appropriate to measure what should be measured.<sup>64</sup> According to Singirimbun and Sofian Effendi cited in Irawan, in content of validity, the researcher should make the content of research instrument suitable with the research problem or given the description about the problem indicator of research.<sup>65</sup> In this study, the researcher asked assists a lecturer of English Tadris Study Program to acquire comment and feedback.

This research used content validity, the validator has already observed the content of questionnaire and validator added the objective to show clear aim of the instrument. The indicator of first Facilitator styles is revised because too specific and may not cover all points in its

<sup>64</sup> Sugiyono Op. Cit, p.135

<sup>65</sup> English Tadris and Study Program, "The Strategies in Learning English Used By Non," 2018.

items. 2 numbers of third styles was moved because of not coherent with that styles, number 2 moved to fourth styles because it matches with first indicator of Facilitator styles, and number 5 moved to second styles; Formal Authority. 7 statements are added in order to enrich the data, so that the number of items becomes 33 numbers after being validated from the previous 26 numbers. The validator also required the researcher to state the source of the questionnaire to avoid plagiarism and strengthen the validity of the instrument. So, the final result of the questionnaire is declared valid because it has been validated by a validator based on the Grasha's theory which is the reference for the questionnaire.

Validity means how accurate an instrument is used for research. An instrument is said to be valid if it can provide good results and is in accordance with the objectives of the instrument. In this study, researchers used the product-moment technique. For the teaching style trial, the researcher tried it on 6 respondents with an 'r table' of 0.81. After being calculated, the researcher found that the test items were valid because the item-total value is bigger than 0.81.

## **2. Reliability**

The reliability in this research was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questions with likert scale in a survey/questionnaire to determine if the scale is reliable. In

the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90.

**Table 3.5**  
**Cronbach's Alpha**

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The result analysis of questionnaire's try out could be seen on the table below:

**Table 3.6**  
**Reliability of Questionnaire**

VAR TOTAL	1595
VAR OF SCORE	59,23
<b>ALPHA CHORN</b>	<b>0,99</b>

Could be concluded based on the table of reliability above that cronbach alpha of questions were 0,99 it means the questionnaire's reliability were excellent.

## **F. Technique of Data Analysis**

### **1. Data From Questionnaire**

After the researcher collected data from the participants, the researcher proceeded to analyze the data. Data analysis is a systematic search process and collects data obtained from questionnaires. After that, data on the teaching styles of male and female lecturers at IAIN TBI Curup were collected and displayed as a percentage. The steps were:

- a. The first steps for analysis the data was scoring. Scoring is against the grain of questions contained in the questionnaire. The questionnaire in this study used *Linkert Scale* which is the most common scale that was used in measuring attitude, opinion and perception of respondents toward subject the maximum score in the linkert scale was 5 and the minimum score is 1. In scoring, the researcher counted the number of lecturers given answers in the items based on the questionnaire. In this research, to count the point the researcher used rating scale that has been explained before. The researcher divided the lecturers' answers into groups with the same category. That is, the questionnaire is grouped into each item questions to determine the teaching styles of male and female English lecturers at IAIN Curup.



- b. The second step, the researcher calculated the score from the total frequency divided by the total questions. This is used to determine the teaching styles of male and female English lecturers at IAIN Curup. The formula is explained as follows:

$$x = \frac{(f SA \times 5) + (f A \times 4) + (f N \times 3) + (f D \times 2) + (f SD \times 1)}{N}$$

Where:

F : Frequency                      N : Neutral

SA : Strongly Agree              D : Disagree

A : Agree                              SD : Strongly Disagree

- c. The third step was to calculate each questionnaire item based on the lecturers' answers in the questionnaire. The formula is as follow:

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

Where:

P: Percentages (%)

F: Frequency score

N: Number of item

- d. After knowing the percentage of each items and indicators, then the researcher consulted that percentage based on the criteria used as Riduwan figure cited in Riken Dawud to known the level of styles used in teaching styles, the criterion as the table in the following.

**Table 3.7**  
**The Category of the Teaching Styles Used**

Percentage	Category
81%-100%	Very High
61%-80%	High
41%-60%	Fair
21%-40%	Low
0%-20%	Very Low

*Source: Riduwan*<sup>66</sup>

## 2. Data From Interview

To analyze data the data from interview, the researcher analyzed by the steps, namely data managing, reading/ memorizing, description, classifying and interpreting.<sup>67</sup> The explanation was:

### a. Data Managing

Data managing involve creating and organizing the data collected during the study.<sup>68</sup> Data managing is in order to make sure that you have gotten. The main purpose of data managing is first to organize the data and check it for completeness, second is to start the researcher on the process of analyzing and interpreting the data. In this research this step will be used to organized the data form observation and interview based on indicators.

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<sup>66</sup> T H E Factors et al., "The Factors of Difficulties Faced by Students in Oral Presentation," 2019.

<sup>67</sup> Lorraine Rumble Gay, *Educational Research: Competences For Analysis an Application*, New Jersey, 2009, P. 467

<sup>68</sup> L.R Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company), 2000, p.

**b. Reading/ Memorizing**

It makes a general sense of the information and reflects on its overall meaning. What are the participants' response, and answering from interview. The research read all the data to get general description of the data, hence the researcher know how to arrange appropriately.

**c. Description**

In this step, the researcher will describe the data from interview from tape recorder that changed into written transcript text. Then, it can help to do next step in analyzing the data.

**d. Classifying**

After the researcher describe all of the data in interview, then researcher start to classify each of data in several categories based on the research question and indicators of the theory.

**e. Interpreting**

The final step in data analysis involves making an interpretation or meaning of the data. These lessons could be the researcher's personal interpretation, couched in understanding. It could be a meaning derived from a comparison of the findings with information gleaned from the literature or theories.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the research results. It consists of the results of questionnaires and interviews about Teaching Styles Performed by Male and Female English Lecturers of IAIN Curup. The researcher has gotten some information concerned which related to the research question.

##### 1. The Teaching Styles Performed by Male English Lecturers of IAIN Curup

**Table 4.1**

**The percentages of teaching styles performed by male English lecturers**

No	Teaching Styles	Percentages
1	Expert	66%
2	Formal Authority	80%
3	Personal Model	40%
4	Facilitator	83%
5	Delegator	91%

In data the result of teaching styles survey by male lecturers with percentages as follow Expert 66%; Formal Authority 80%; Personal Model 40%; Facilitator 83% and Delegator 91%. Based on research, the researcher concluded that the highest percentages of styles had been done by male lecturers in teaching styles is Delegator with percentage 91%. So, it indicates that the English lecturers use Delegator in teaching styles is Very High Used.

The table below shows the percentage of male lecturers teaching styles based on 5 scales where 5 lecturers were respondents.

### 1. Expert

**Table 4.5**  
**Teaching Styles Performed by Male English Lecturers on Expert**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Expert	S5	1	0	0	3	1	18	72	66
	S10	0	0	0	2	3	23	92	
	S15	0	3	0	1	1	15	60	
	S20	0	3	1	0	1	14	56	
	S25	0	3	0	0	2	14	56	
	S30	0	2	1	2	0	15	60	

Based on the table of percentage above, for statement number 5 on Google form with the statement “I think facts, concepts, and principles are the most important things that students need”, showed that there were 1 lecturer choose Strongly Agree, 3 lecturers choose Agree, and 1 lecturer choose Strongly Disagree. The total score is 18 and has percentage 72%.

While for statement number 10 on Google form that stated “I often show students how they can use various principles and concepts”, showed that there were 3 lecturers choose Strongly

Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

In statement number 15 on Google Form with the statement “I do not tend to transfer detailed knowledge to my students”, showed that there were 1 lecturer choose Strongly Agree, 1 lecturer choose Agree, then 3 lecturers choose Disagree. The total score is 15 and has percentage 60%.

Statement number 20 on Google form that stated “I prefer to use the lecturing method or the direct approach in teaching”, showed that there were 1 lecturer choose Strongly Agree, then 1 lecturer choose Neutral, and 3 lecturers choose Disagree. The total score is 14 and has percentage 56%.

For statement number 25 on Google form where the statement is “I do not want students to leave this course before well prepared for further work in this area”, showed that there were 2 lecturers choose Strongly Agree and 3 lecturers choose Disagree. The total score is 14 and has percentage 56%.

The last statement for the first indicator which is at number 30 on Google form with the statement “Students might describe me as a “storehouse of knowledge” who dispenses the facts, principles, and concepts they need”, showed that there were 2 lecturers choose

Agree, then 1 lecturer choose Neutral, and 2 lecturers choose Disagree. The total score is 15 and has percentage 60%.

## 2. Formal Authority

**Table 4.6**

**Teaching Styles Performed by Male English Lecturers on Formal Authority**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Formal Authority	S1	0	0	1	3	1	20	80	80
	S6	2	2	0	1	0	20	80	
	S11	0	0	0	2	3	23	92	
	S16	0	0	0	3	2	22	88	
	S21	0	0	1	2	2	21	84	
	S26	2	0	0	2	1	15	60	
	S31	0	1	0	3	1	19	76	

Based on the table above, in statement number 1 on Google Form with the statement “Students receive frequent verbal and/or written comments on their performance”, showed that there were 1 lecturer choose Strongly Agree, 3 lecturers choose Agree, then 1 lecturer choose Disagree. The total score is 20 and has percentage 80%.

For the statement number 6 on Google form where the statement is “I give students negative feedback when their performance is unsatisfactory”, showed that there were 1 lecturer choose Agree, then 2 lecturers choose Disagree and 2 lecturers

choose strongly Disagree. The total score is 20 and has percentage 80%.

Statement number 11 on Google form that stated “I give students positive feedback when their performance can directly match my expectations based on the syllabus”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

In statement number 16 on Google Form with the statement “My expectations for what I want students to do in this class are clearly defined in the syllabus”, showed that there were 2 lecturers choose Strongly Agree then 3 lecturers choose Agree. The total score is 22 and has percentage 88%.

While for statement number 21 on Google form that stated “My standards and expectations help students develop the discipline the need to learn”, showed that there were 2 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 21 and has percentage 84%.

For the statement number 26 on Google form where the statement “It is not my responsibility to define what students must learn and how they should learn it”, showed that there were 1 lecturer choose Strongly Agree, 2 lecturers choose Agree, and 2



lecturers choose strongly Disagree. The total score is 15 and has percentage 60%.

The last statement for the second indicator which is at number 31 on Google form with the statement “I provide very clear guidelines for how I want tasks completed in this course”, showed that there were 1 lecturer choose Strongly Agree, 2 lecturers choose Agree, then 2 lecturers choose Disagree. The total score is 15 and has percentage 60%.

### 3. Personal Model

**Table 4.7**

**Teaching Styles Performed by Male English Lecturers on Personal Model**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Personal Model	S2	2	3	0	0	0	8	32	40
	S7	2	3	0	0	0	8	32	
	S12	1	4	0	0	0	9	36	
	S17	3	2	0	0	0	7	28	
	S22	2	2	1	0	0	9	36	
	S27	0	1	0	3	1	19	76	

Based on the table above, in statement number 2 on Google Form with the statement “What I say and do models are appropriate ways for students to think about issues in the content”, showed that there were 3 lecturers choose Disagree and 2 lecturers

choose strongly Disagree. The total score is 8 and has percentage 32%.

For the statement number 7 on Google form where the statement is “Example from my personal experiences are often used to illustrate points about the material”, showed that there were 3 lecturers choose Disagree and 2 lecturers choose strongly Disagree. The total score is 8 and has percentage 32%.

Statement number 12 on Google form that stated “I usually show students how and what to do to master the lecture material”, showed that there were 4 lecturers choose Disagree and 1 lecturer choose strongly Disagree. The total score is 9 and has percentage 36%.

In statement number 17 on Google Form with the statement “Students might describe me as a “coach” who works closely with someone to correct problems in how they think and behave”, showed that there were 2 lecturers choose Disagree and 3 lecturers choose strongly Disagree. The total score is 7 and has percentage 28%.

While for statement number 22 on Google form that stated “I guide my students to directly observe and follow what I demonstrate to them as a role model”, showed that there were 1 lecturer choose Neutral, 2 lecturers choose Disagree and 2 lecturers

choose strongly Disagree. The total score is 9 and has percentage 36%.

The last statement for the third indicator which is at number 27 on Google form with the statement “My Students are encouraged to follow the example I provide”, showed that there were 1 lecturer choose Strongly Agree, 3 lecturers choose Agree, and then 1 lecturer choose Disagree. The total score is 19 and has percentage 76%.

#### 4. Facilitator

**Table 4.8**

**Teaching Styles Performed by Male English Lecturers on Facilitator**

Categories	Statements	Frequency					Total		Ave rage
		SD	D	N	A	SA	Score	%	
Facilitator	<b>S3</b>	0	0	0	2	3	23	92	83
	<b>S8</b>	0	0	0	2	3	23	92	
	<b>S13</b>	0	0	1	2	2	9	36	
	<b>S18</b>	0	0	0	2	3	23	92	
	<b>S23</b>	0	0	0	2	3	23	92	
	<b>S28</b>	0	0	0	2	3	23	92	
	<b>S32</b>	0	0	0	3	2	22	88	
	<b>S33</b>	0	1	0	2	2	20	80	

The first statement for the fourth indicator which is at number 3 on Google form with the statement “I guide students’ work on course projects by asking questions, exploring options,

and suggesting alternative ways to do things”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

In statement number 8 on Google Form with the statement “I make students to be active in the class”, showed that there were 3 lecturers choose Strongly Agree and lecturers choose 2 Agree. The total score is 23 and has percentage 92%.

For the statement number 13 on Google form where the statement is “I do not think activities in this class encourage students to develop their own ideas about content issues”, showed that there were 2 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 9 and has percentage 36%.

Statement number 18 on Google form that stated “I use small group discussion to help students develop their ability to think critically and solve the problem collaboratively”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

In statement number 23 on Google Form with the statement “I think developing the ability of students to think and work independently is an important goal”, showed that there were 3

lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

While for statement number 28 on Google form that stated “I try to provide as much support and encouragement as possible”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

For the statement number 32 on Google form where the statement is “Lecturer activities encourage students to take the initiative and responsibility for their learning”, showed that there were 2 lecturers choose Strongly Agree and 3 lecturers choose Agree. The total score is 22 and has percentage 88%.

The last statement for the fourth indicator which is at number 33 on Google form with the statement “Students take responsibility for teaching part of the class sessions”, showed that there were 2 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Disagree. The total score is 20 and has percentage 80%.

## 5. Delegator

**Table 4.9**

**Teaching Styles Performed by Male English Lecturers on Delegator**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Delegator	<b>S4</b>	0	0	0	2	3	23	92	91
	<b>S9</b>	0	0	0	2	3	23	92	
	<b>S14</b>	0	0	0	2	3	23	92	
	<b>S19</b>	0	0	0	2	3	23	92	
	<b>S24</b>	0	0	0	2	3	23	92	
	<b>S29</b>	0	0	1	2	2	21	84	

In statement number 4 on Google Form with the statement “I play role as resource person who is available to students whenever they need help”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

Statement number 9 on Google form that stated “Students design one of more self-directed learning experiences”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

For the statement number 14 on Google form where the statement is “Students think of themselves as independent learners”, showed that there were 3 lecturers choose Strongly

Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

While for statement number 19 on Google form that stated “I spend time consulting with students on how they improve their work on individual and/or group projects”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

For the statement number 24 on Google form where the statement is “Students set their own pace for completing independent and/or group projects”, showed that there were 3 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 23 and has percentage 92%.

The last statement for the last indicator which is at number 29 on Google form with the statement “My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates”, showed that there were 2 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 21 and has percentage 84 %.

## 2. The Teaching Styles performed by Female English Lecturers of IAIN Curup

**Table 4.2**

**The percentages of teaching styles performed by female English lecturers**

<b>No</b>	<b>Teaching Styles</b>	<b>Percentages</b>
<b>1</b>	<b>Expert</b>	<b>70,6%</b>
<b>2</b>	<b>Formal Authority</b>	<b>80,5%</b>
<b>3</b>	<b>Personal Model</b>	<b>82,2%</b>
<b>4</b>	<b>Facilitator</b>	<b>88,8%</b>
<b>5</b>	<b>Delegator</b>	<b>89%</b>

In data the result of teaching styles survey by female lecturers with percentages as follow Expert 70,6%; Formal Authority 80,5%; Personal Model 82,2%; Facilitator 88,8% and Delegator 89%. The result of the teaching styles survey that the researcher concluded that the highest percentages of styles had been done by female lecturers in teaching styles is Delegator with percentage 89%. So, it indicates that the English lecturers use Delegator in teaching styles is Very High Used.

The dominant styles had been done by female lecturers in teaching styles is Delegator with percentage 89%. The table below shows the percentage of female lecturers teaching styles based on 5 scales where 6 lecturers were respondents.



## 1. Expert

**Table 4.10**

**Teaching Styles Performed by Female English Lecturers on Expert**

Categories	Statements	Frequency					Total		Ave rage
		SD	D	N	A	SA	Score	%	
Expert	S5	0	0	0	2	4	28	93,3	70,6
	S10	0	0	0	3	3	27	90,0	
	S15	1	1	3	1	0	16	53,3	
	S20	0	1	3	1	1	20	66,7	
	S25	1	2	1	1	1	17	56,7	
	S30	0	1	4	0	1	19	63,3	

Based on the table above, in statement number 5 on Google Form with the statement “I think facts, concepts, and principles are the most important things that students need”, showed that there were 4 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

While for statement number 10 on Google form that stated “I often show students how they can use various principles and concepts”, showed that there were 3 lecturers choose Strongly Agree and 3 lecturers choose Agree. The total score is 27 and has percentage 90,0%.

In statement number 15 on Google Form with the statement “I do not tend to transfer detailed knowledge to my students”, showed that there were 1 lecturer choose Agree, then 3 lecturers

choose Neutral, 1 lecturer choose Disagree and 1 lecturer choose strongly Disagree. The total score is 16 and has percentage 53,5%.

Statement number 20 on Google form that stated “I prefer to use the lecturing method or the direct approach in teaching”, showed that there were 1 lecturer choose Strongly Agree, 1 lecturer choose Agree, then 3 lecturers choose Neutral and 1 lecturer choose Disagree. The total score is 20 and has percentage 66,7%.

For statement number 25 on Google form where the statement is “I do not want students to leave this course before well prepared for further work in this area”, showed that there were 1 lecturer choose Strongly Agree, 1 lecturer choose Agree, then 1 lecturer choose Neutral, 2 lecturers choose Disagree and 1 lecturer choose strongly Disagree. The total score is 17 and has percentage 56,7%.

The last statement for the first indicator which is at number 30 on Google form with the statement “Students might describe me as a “storehouse of knowledge” who dispenses the facts, principles, and concepts they need”, showed that there were 1 lecturer choose Strongly Agree, then 4 lecturers choose Neutral and 1 lecturer choose Disagree. The total score is 19 and has percentage 63,3%.

## 2. Formal Authority

**Table 4.11**  
**Teaching Styles Performed by Female English Lecturers on Formal Authority**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Formal Authority	S1	0	0	0	2	4	28	93,3	80,5
	S6	1	1	1	2	1	21	70,0	
	S11	0	1	0	2	3	25	83,3	
	S16	0	0	0	2	4	28	93,3	
	S21	0	0	0	2	4	28	93,3	
	S26	1	4	0	1	0	13	43,3	
	S31	0	0	1	2	3	26	86,7	

Based on the table above, in statement number 1 on Google Form with the statement “Students receive frequent verbal and/or written comments on their performance”, showed that there were 4 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

For the statement number 6 on Google form where the statement is “I give students negative feedback when their performance is unsatisfactory”, showed that there were 1 lecturer choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Neutral, 1 lecturer choose Disagree and 1 lecturer choose strongly Disagree. The total score is 21 and has percentage 70,0%.

Statement number 11 on Google form that stated “I give students positive feedback when their performance can directly match my expectations based on the syllabus”, showed that there were 3 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Disagree. The total score is 25 and has percentage 83,3%.

In statement number 16 on Google Form with the statement “My expectations for what I want students to do in this class are clearly defined in the syllabus”, showed that there were 4 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

While for statement number 21 on Google form that stated “My standards and expectations help students develop the discipline the need to learn”, showed that there were 4 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

For the statement number 26 on Google form where the statement “It is not my responsibility to define what students must learn and how they should learn it”, showed that there were 1 lecturer choose Agree, then 4 lecturers choose Disagree and 1 lecturer choose strongly Disagree. The total score is 13 and has percentage 43,3%.

The last statement for the second indicator which is at number 31 on Google form with the statement “I provide very clear guidelines for how I want tasks completed in this course”, showed that there were 3 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 26 and has percentage 86,7%.

### 3. Personal Model

**Table 4.12**

**Teaching Styles Performed by Female English Lecturers on Personal Model**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Personal Model	S2	0	0	1	3	2	25	83,3	82,2
	S7	0	0	1	3	2	25	83,3	
	S12	0	0	0	4	2	26	86,7	
	S17	0	0	2	2	2	24	80,0	
	S22	0	1	1	2	2	23	76,7	
	S27	0	0	1	3	2	25	83,3	

Based on the table above, in statement number 2 on Google Form with the statement “What I say and do models are appropriate ways for students to think about issues in the content”, showed that there were 2 lecturers choose Strongly Agree, 3 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 25 and has percentage 83,3%.

For the statement number 7 on Google form where the statement is “Example from my personal experiences are often used to illustrate points about the material”, showed that there were 2 lecturers choose Strongly Agree, 3 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 25 and has percentage 83,3%.

Statement number 12 on Google form that stated “I usually show students how and what to do to master the lecture material”, showed that there were 2 lecturers choose Strongly Agree and 4 lecturers choose Agree. The total score is 26 and has percentage 86,7%.

In statement number 17 on Google Form with the statement “Students might describe me as a “coach” who works closely with someone to correct problems in how they think and behave”, showed that there were 2 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 2 lecturers choose Neutral. The total score is 24 and has percentage 80,0%.

While for statement number 22 on Google form that stated “I guide my students to directly observe and follow what I demonstrate to them as a role model”, showed that there were 2 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1

lecturer choose Neutral and 1 lecturer choose Disagree. The total score is 23 and has percentage 76,7%.

The last statement for the third indicator which is at number 27 on Google form with the statement “My Students are encouraged to follow the example I provide”, showed that there were 2 lecturers choose Strongly Agree, 3 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 25 and has percentage 83,3%.

#### 4. Facilitator

**Table 4.13**

**Teaching Styles Performed by Female English Lecturers on Facilitator**

Categories	Statements	Frequency					Total		Average
		SD	D	N	A	SA	Score	%	
Facilitator	S3	0	0	0	1	5	29	96,7	88,8
	S8	0	0	0	1	5	29	96,7	
	S13	2	2	1	1	0	13	43,3	
	S18	0	0	0	1	5	29	96,7	
	S23	0	0	0	2	4	28	93,3	
	S28	0	0	0	1	5	29	96,7	
	S32	0	0	0	1	5	29	96,7	
	S33	0	0	0	3	3	27	90,0	

The first statement for the fourth indicator which is at number 3 on Google form with the statement “I guide students’ work on course projects by asking questions, exploring options,

and suggesting alternative ways to do things”, showed that there were 5 lecturers choose Strongly Agree and 1 lecturer choose Agree. The total score is 29 and has percentage 96,7%.

In statement number 8 on Google Form with the statement “I make students to be active in the class”, showed that there were 5 lecturers choose Strongly Agree and 1 lecturer choose Agree. The total score is 29 and has percentage 96,7%.

For the statement number 13 on Google form where the statement is “I do not think activities in this class encourage students to develop their own ideas about content issues”, showed that there were 1 lecturer choose Agree, then 1 lecturer choose Neutral, 2 lecturers choose Disagree and 2 lecturers choose strongly Disagree. The total score is 13 and has percentage 43,3%.

Statement number 18 on Google form that stated “I use small group discussion to help students develop their ability to think critically and solve the problem collaboratively”, showed that there were 5 lecturers choose Strongly Agree and 1 lecturer choose Agree. The total score is 29 and has percentage 96,7%.

In statement number 23 on Google Form with the statement “I think developing the ability of students to think and work independently is an important goal”, showed that there were 4



lecturers choose Strongly Agree, 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

While for statement number 28 on Google form that stated “I try to provide as much support and encouragement as possible”, showed that there were 5 lecturers choose Strongly Agree and 1 lecturer choose Agree. The total score is 29 and has percentage 96,7%.

For the statement number 32 on Google form where the statement is “Lecturer activities encourage students to take the initiative and responsibility for their learning”, showed that there were 5 lecturers choose Strongly Agree and 1 lecturer choose Agree. The total score is 29 and has percentage 96,7%.

The last statement for the fourth indicator which is at number 33 on Google form with the statement “Students take responsibility for teaching part of the class sessions”, showed that there were 3 lecturers choose Strongly Agree and 3 lecturers choose Agree. The total score is 27 and has percentage 90,0%.

## 5. Delegator

**Table 4.14**

**Teaching Styles Performed by Female English Lecturers on Delegator**

Categories	Statements	Frequency					Total		Ave rage
		SD	D	N	A	SA	Score	%	
Delegator	<b>S4</b>	0	0	1	1	4	27	90,0	89
	<b>S9</b>	0	0	1	2	3	26	86,7	
	<b>S14</b>	0	0	0	2	4	28	93,3	
	<b>S19</b>	0	0	0	2	4	28	93,3	
	<b>S24</b>	0	0	0	4	2	26	86,7	
	<b>S29</b>	0	1	0	2	3	25	83,3	

In statement number 4 on Google Form with the statement “I play role as resource person who is available to students whenever they need help”, showed that there were 4 lecturers choose Strongly Agree, 1 lecturer choose Agree, then 1 lecturer choose Neutral. The total score is 27 and has percentage 90,0%.

Statement number 9 on Google form that stated “Students design one of more self-directed learning experiences”, showed that there were 3 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Neutral. The total score is 26 and has percentage 86,7%.

For the statement number 14 on Google form where the statement is “Students think of themselves as independent learners”, showed that there were 4 lecturers choose Strongly

Agree and 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

While for statement number 19 on Google form that stated “I spend time consulting with students on how they improve their work on individual and/or group projects”, showed that there were 4 lecturers choose Strongly Agree and 2 lecturers choose Agree. The total score is 28 and has percentage 93,3%.

For the statement number 24 on Google form where the statement is “Students set their own pace for completing independent and/or group projects”, showed that there were 2 lecturers choose Strongly Agree and 4 lecturers choose Agree. The total score is 26 and has percentage 86,7%.

The last statement for the last indicator which is at number 29 on Google form with the statement “My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates”, showed that there were 3 lecturers choose Strongly Agree, 2 lecturers choose Agree, then 1 lecturer choose Disagree. The total score is 25 and has percentage 83,3%.

### 3. The Difference of Teaching Styles Performed by Male And Female English Lecturers of IAIN Curup

**Table 4.3**

**The percentages of teaching styles performed by male and female English lecturers**

No	Teaching Styles	Gender	
		Male	Female
1	Expert	66%	70,6%
2	Formal Authority	80%	80,5%
3	Personal Model	40%	82,2%
4	Facilitator	83%	88,8%
5	Delegator	91%	89%

From the table above, it can be seen from the results that there is a difference between male and female in teaching style that looks striking from the table is the Personal Model style. Female lecturers are more dominant using the Personal Model style with a percentage of 82.2%. Meanwhile, male lecturers are only 40%.

### 4. The Way The English Lecturers Implement The Teaching Styles

In this section, the researcher used the interview to answer the fourth question, and the question is how the English lecturers implement the styles in the class. Researchers have interviewed English lecturers at IAIN Curup. These questions are based on the theory of teaching styles as an indicator. There are 5 male lecturers and 6 female lecturers who can be interviewed by the researcher. In this section the researcher put the results of the interview findings.

**Table 4.4**  
**The Way The English Lecturers Implement The Teaching Styles (Based on Interview)**

No	Teaching Styles	Gender	
		Male Lecturers	Female Lecturers
1.	<b>Expert</b>	<ul style="list-style-type: none"> <li>- Lecturers used lecture method.</li> <li>- Lecturers <u>review material</u> with quizzes.</li> <li>- Remind students to read the material to be studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecturers <u>explain the key point</u> at the end of the topic.</li> <li>- Lecturers asked students to read a book.</li> <li>- Students present the material</li> </ul>
2.	<b>Formal Authority</b>	<ul style="list-style-type: none"> <li>- Lecturer gave praise, reward and punishment.</li> <li>- Lecturers <u>set clear learning objectives and learning objectives</u> are oriented based on the <u>indicators</u> of each material.</li> <li>- Using the syllabus as the basis of reference.</li> </ul>	<ul style="list-style-type: none"> <li>- The lecturer berated the students.</li> <li>- Lecturer gave positive feedback.</li> <li>- Set clear learning objectives in the syllabus.</li> <li>- Every meeting must be <u>according to the syllabus</u>.</li> </ul>
3.	<b>Personal Model</b>	<ul style="list-style-type: none"> <li>- Lecturers set a good example, such as <u>arriving on time</u> and have a good attitude.</li> <li>- Lecturers offer resources, offer ways of learning.</li> <li>- Share other people's experiences to motivate students.</li> </ul>	<ul style="list-style-type: none"> <li>- The lecturer maintained the <u>manner of dressing and speaking</u>.</li> <li>- Providing tips and keywords</li> <li>- Lecturers tell the struggle of life.</li> </ul>
4.	<b>Facilitator</b>	<ul style="list-style-type: none"> <li>- Lecturer making games.</li> <li>- Ask questions.</li> <li>- <u>Provide material for discussion</u>.</li> <li>- Presented their opinion as a group.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecturers ask students to <u>read the material that has been given</u>, ask them to summarize, then they explain again through voice notes and send it to Google Classroom.</li> </ul>

<b>5.</b>	<b>Delegator</b>	<ul style="list-style-type: none"> <li>- Lecturer emphasized student centered.</li> <li>- Provide ongoing assignments.</li> <li>- <u>Provide an outline</u> for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecturer <u>used discovery learning</u> in group.</li> <li>- Give assignments every week.</li> </ul>
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### a. The Way Male Lecturers Implement The Teaching Styles

#### 1) Expert

To find out the answers to the fourth research question, the researcher used interviews to obtain information. Based on the above findings, the researcher will describe the application of the expert teaching styles by male lecturers based on the results of the interviews conducted by the researcher. Based on the results of the interview, male lecturer who used an expert teaching styles uses the lecture teaching method when teaching which explains the material in detail. The lecturer emphasized the important of giving information and fact to the students.

The male lecturer displayed detail knowledge to the students. He also reminded the students to prepared material for the next meeting because he wants students to prepare well. With the question “Are you asking students to prepare material for the next meeting? Please explain.” Male lecturers answered:

*“Yes, of course, because in my class anyone who does not prepare the material will definitely find it difficult in that class because at the beginning I will definitely start with a question*

*about what has been read at home.*<sup>69</sup> *“Yes.”*<sup>70</sup> *“Yes, at the end of each meeting, I usually remind students what they should orient in their learning at home in one week to prepare for the next meeting.”*<sup>71</sup> *“Yes, I ask students to pay attention to what lesson plans they will learn in the next meeting, and ask students to prepare what they need to do.”*<sup>72</sup>

In teaching process he gave the information and knowledge clearly to the students and always reviews the material. It was following:

*“Yes, of course, every time we start a new meeting, we can review the old material by asking questions, it can be with quizzes, and so on.”*<sup>73</sup> *“Yes.”*<sup>74</sup> *“Yes, I review the material for each meeting. Each opening taught me a little about the previous material, although not always in detail, I still reviewed the material.”*<sup>75</sup>

## **2) Formal Authority**

Based on the results of the interview, the researcher concluded that male lecturers who used formal authority styles concerned with providing positive and negative feedback. Positive feedback is in the form of rewards and applause, negative feedback is in the form of punishment and there are also those who provide correction for the mistakes of their students. It was following:

*“Positive yes as a reward, judgment too.”*<sup>76</sup> *“Yes, I give positive feedback as well as negative feedback, I give positive*

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<sup>69</sup> Male Lecturer 1

<sup>70</sup> Male Lecturer 2

<sup>71</sup> Male Lecturer 3

<sup>72</sup> Male Lecturer 4

<sup>73</sup> Male Lecturer 1

<sup>74</sup> Male Lecturer 2

<sup>75</sup> Male Lecturer 3

<sup>76</sup> Male Lecturer 2

*feedback in the form of praise and motivation, if I give negative feedback in the form of correction.”<sup>77</sup> “There is positive feedback in the form of rewards and negative feedback in the form of punishment.”<sup>78</sup>*

Furthermore, in the formal teaching styles, the lecturer sets clear learning objectives. Whenever teaching, the lecturer also teaches according to the syllabus. Lecturers apply disciplinary standards as rules of conduct for students. It was following:

*“Yes, I apply disciplinary standards, where there are special rules for students related to learning with me, for example, if you enter, you shouldn't be too late for more than 10 minutes or 15 minutes, then assignments must be submitted on time if it's overdue then there are consequences, for example a reduction value and so on.”<sup>79</sup> “Certainly, every time I enter discipline class it is number 1 for me.”<sup>80</sup> “Yes, because the rules have so and as a measure of assessment.”<sup>81</sup>*

### **3) Personal Model**

From the result of interview, the researcher concluded that male lecturers who used personal model styles direction showed how to do something. The lecturers show a way that makes it easy for students to master the lesson because the task of the lecturer in explaining something or in learning is to make lessons easier. It was following:

*“Yes, of course, the teacher's job in explaining something or in learning is the task of making lessons easier.”<sup>82</sup> “Yes, I offer resources, offer learning methods, now students are free to choose what they like and the most important thing is that*

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<sup>77</sup> Male Lecturer 3

<sup>78</sup> Male Lecturer 4

<sup>79</sup> Male Lecturer 3

<sup>80</sup> Male Lecturer 1

<sup>81</sup> Male lecturer 2

<sup>82</sup> Male Lecturer 1



*students want to study independently at home.*<sup>83</sup> *“Yes, I’ll show you, for example you have to “open this channel”.*<sup>84</sup>

In addition, Lecturers are also role models for their students, because according to male lecturers, all teachers or lecturers should be role models for their students. It was following:

*“I position myself as a role model, all teachers or lecturers should be role models for their students.”*<sup>85</sup>

#### **4) Facilitator**

In data of the interview, the lecturer emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. Lecturers usually design group activities that require active learning. It was following:

*“We have a strategy called student center, student center is how the student should be active, and how they have curious.”*<sup>86</sup>

From the male lecturer 1 stated that the way he made students active in class was by:

*“Making them work, meaning by asking questions by making some kind of games or some kind of activity that triggered them to think, they could be given questions, they could be given discussion material, then they presented their opinions. The opinion of the group and provoke them to speak.”*<sup>87</sup>

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<sup>83</sup> Male Lecturer 4

<sup>84</sup> Male lecturer 5

<sup>85</sup> Male Lecturer 1

<sup>86</sup> Male Lecturer 2

<sup>87</sup> Male Lecturer 1

From the male lecturer 4 stated that the way he made students active in class was by:

*“I usually do 2 things, the first I give them learning resources I mobilize them so that they read a lot because the standard for being active is that we have to have knowledge first, so I direct them to read a lot of intensive reading students, so in class I ask questions that trigger their critical thinking.”*<sup>88</sup>

##### **5) Delegator**

The teaching styles of the delegator carried out by the male lecturer was further elaborated from the interview results. From the results of interviews conducted by the researcher, it was found that in teaching activities male lecturers emphasized student centered to make students learn independently. It was following:

*“Student centered is the point”*<sup>89</sup>

Furthermore, male lecturers often delegate assignments to students, both in the form of individuals and group assignments. It was following:

*“Certainly, I am accustomed to giving that assignment in class, outside of class I usually don't give too many assignments but to monitor I usually have a lot of class activities that I give, if there are not too many assignments.”*<sup>90</sup>  
*“Of course, by the exercises.”*<sup>91</sup> *“Yes, I always give assignments because I think the language learning process is the deal with practice, getting in gate into real practice of using language.”*<sup>92</sup>  
*“Yes, every time there is a meeting there must be an assignment.”*<sup>93</sup>

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<sup>88</sup> Male Lecturer 4

<sup>89</sup> Male lecturers 2

<sup>90</sup> Male lecturers 1

<sup>91</sup> Male lecturers 2

<sup>92</sup> Male lecturers 3

<sup>93</sup> Male lecturers 4

Lecturers who have a delegate teaching styles tend to place a lot of control and responsibility on students for individual or group learning. Students are asked to work together independently or in groups and must be able to maintain motivation. As the data result of interview mentioned:

*“First, I provide motivation in the form of independent learning strategies. Second, I give ongoing assignments, so every week there is a task, so with that task they still feel they have a responsibility and they will still try to do the task, the process of trying to do this task is what shapes their independent learning.”<sup>94</sup> “For me, I was given a structured assignment, so it means that if we want the student to learn independently, we give him structured assignments, meaning how do we give, for example, one assignment where later this task will not become a burden but he will learn independently in completing it.”<sup>95</sup>*

According the result of interview, male lecturers who used delegator styles gave students the freedom to choose when designing and implementing their own learning projects. As male lecturers stated:

*“Yes, of course. For example in my literature lesson, I only gave the outline, I gave the module, the module is only based on line, so for others they have to search from various sources, because it doesn't have to be from modules, because modules or those given by the lecturer are usually just an outline.”<sup>96</sup>*

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<sup>94</sup> Male lecturers 3

<sup>95</sup> Male lecturers 1

<sup>96</sup> Male lecturers 1

## **b. The Way Female Lecturers Implement The Teaching Styles**

### **1) Expert**

Based on the results of the interview, female lecturers who used an expert teaching styles concerned with ensuring that students are well prepare by asking students to prepare for next material. It was following:

*“Yes, they have to read first, after that it's up to them whether they have to be in charge of presenting today or not, what is certain is that each individual in the class must read the material first, so when it is discussed at least the students are already open to knowledge.”<sup>97</sup> Yes of course, that is important. So students who enter class are not blank, there is information that can later be shared in class.<sup>98</sup>*

In teaching process female lecturers gave the information and knowledge clearly to the students and always review the material. Key points are used by female lecturers when reviewing the material. It was following:

*“Yes, after the students present at the end of the topic, the key point will be explained.”<sup>99</sup>*

### **2) Formal Authority**

The researcher concluded that female lecturers who used formal authority styles concerned with providing positive and negative feedback. However, female lecturers tended to provide more positive feedback. It was following:

*“I like to berate my students”.<sup>100</sup> “I am more likely to give positive feedback.”<sup>101</sup>*

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<sup>97</sup> Female Lecturer 2

<sup>98</sup> Female Lecturer 4

<sup>99</sup> Female Lecturer 1

Furthermore, in the formal teaching styles, the lecturer sets clear learning objectives. It was following:

*“Yes, the syllabus is clear. Every meeting has a learning objective.”<sup>102</sup> “Yes, usually when we make a syllabus there are learning objectives that we want to achieve.”<sup>103</sup>*

Whenever teaching, the lecturer also teaches according to the syllabus. It was following:

*“Each meeting must be in accordance with the syllabus.”<sup>104</sup> “Yes for the basic concept.”<sup>105</sup> “Yes, I teach based on the syllabus.”<sup>106</sup> “Yes, if not the syllabus will be confused later.”<sup>107</sup>*

Then, lecturers apply disciplinary standards as rules of conduct for students. It was following:

*“Yes, the most important thing is time, you have to come on time. There are also duties, they must be disciplined.”<sup>108</sup>*

### **3) Personal Model**

From the result of interview, the researcher concluded that female lecturers who used personal model styles direction showed how to do something. The lecturers show a way that makes it easy for students to master the lesson by providing tips and keywords, job in explaining something or in learning is to make lessons easier. It was following:

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<sup>100</sup> Female Lecturer 3

<sup>101</sup> Female Lecturer 4

<sup>102</sup> Female Lecturer 3

<sup>103</sup> Female Lecturer 4

<sup>104</sup> Female Lecturer 1

<sup>105</sup> Female Lecturer 2

<sup>106</sup> Female Lecturer 4

<sup>107</sup> Female Lecturer 5

<sup>108</sup> Female Lecturer 4

*“In every subject, it feels like we have to give tips like that.”<sup>109</sup> “Of course, I always use keywords when teaching, so those keywords make it easy for them to understand.”<sup>110</sup> “Usually I give a simple way.”<sup>111</sup>*

In addition, Lecturers are also role models for their students. The lecturer pays attention to the styles of speaking and dressing in class because according to her the lecturer must have a good attitude, so that students can imitate good things from the lecturer. It was following:

*“Of course every lecturer must have an attitude that reflects that they are role models in class, so how I speak and dress must be properly maintained so that the children can imitate good.”<sup>112</sup>*

#### **4) Facilitator**

In data of the interview, the lecturer emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. Lecturers usually design group activities that require active learning. It was following:

*“There must be a project, there must be an activity that requires them to be active. Those who have to talk, design the activity.”<sup>113</sup> “Every student must read the material.”<sup>114</sup> “They have to present and the purpose of the presentation they have to make other people understand, then everyone who does not present must ask questions, then I force the class coordinator*

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<sup>109</sup> Female Lecturer 2

<sup>110</sup> Female Lecturer 3

<sup>111</sup> Female Lecturer 4

<sup>112</sup> Female Lecturer 4

<sup>113</sup> Female Lecturer 2

<sup>114</sup> Female Lecturer 1

*to record who is present and who is not present, even if they zoom in, if their faces are not in the zoom, I assume that they are not present.*"<sup>115</sup> *"Depending on the course I teach, if my structure uses discussion and lecturing, the discussion automatically implies that it requires them to be active."*<sup>116</sup> *"The design of the activity must refer to activeness in class, so miss using 3 assignments, there are individuals, with friends beside them, then form them in groups."*<sup>117</sup>

## 5) Delegator

The teaching styles of the delegator carried out by female lecturers was further elaborated from the results of the interviews. From the results of interviews conducted by the researcher, it was found that in teaching activities female lecturers emphasized student centered to make students learn independently. It was following:

*"I used student centered learning, I only control, assist."*<sup>118</sup> *"For now, we use discovery learning, so the center is student."*<sup>119</sup>

Furthermore, female lecturers often delegate assignments to students, both in the form of individuals and group assignments. It was following:

*"Yes, fixed duty every week."*<sup>120</sup> *"If my assignment is usually certain like this "this individual, this week, the group is*

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<sup>115</sup> Female Lecturer 3

<sup>116</sup> Female Lecturer 4

<sup>117</sup> Female Lecturer 5

<sup>118</sup> Female lecturers 1

<sup>119</sup> Female lecturers 5

<sup>120</sup> Female lecturers 1

*like this, after that semester".*<sup>121</sup> *"Often, yes."*<sup>122</sup> *"There are individual assignments and group assignments."*<sup>123</sup> *"Often."*<sup>124</sup>

Lecturers help students think of themselves as independent learners, in various ways that are done by female lecturers. As female lecturers stated:

*"They read the material that has been given, they summarize, they explain again."*<sup>125</sup> *"I give trust."*<sup>126</sup> *"Give assignments, then monitored so that they will feel responsible."*<sup>127</sup>

Based on the results of the interview, respondents have their own way of implementing each teaching style. Both male and female lecturers have differences in implementing teaching styles even with the same teaching style.

## **B. Discussion**

In this section, the researcher tried to discuss about the theory constructed by the researcher based on the research finding and theories proposed by the expert. In order to answer the problem statement that have been presented in the research finding will be discussed with the relevant reference to theories related to the teaching styles.

### **1. Teaching styles performed by Male lecturers**

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<sup>121</sup> Female lecturers 2

<sup>122</sup> Female lecturers 3

<sup>123</sup> Female lecturers 4

<sup>124</sup> Female lecturers 5

<sup>125</sup> Female lecturers 1

<sup>126</sup> Female lecturers 2

<sup>127</sup> Female lecturers 3



Based on research, the researcher concludes that the dominant styles had been done by Male in teaching style is delegator. In data the result of teaching styles survey by male lecturers with percentages as follow Expert 66%; Formal Authority 80%; Personal Model 40%; Facilitator 83% and Delegator 91%. The researcher concluded that the highest percentages of styles had been done by male lecturers in teaching styles is Delegator with percentage 91%. So, it indicates that the English lecturers use Delegator in teaching styles is Very High Used. The lecturers stated that students typically work on course project alone with little supervision from the lecturer, so the lecturer totally give an autonomous of the students, because lecturer believe students think and work independently is important thing to develop their ability.

The lecturer is concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as a part of autonomous teams. According to Grasha stated that the teacher is available at the request of students as a resource person.<sup>128</sup>

## **2. Teaching styles performed by Female lecturers**

Based on research, the researcher concludes that the dominant styles had been done by Female in teaching style is delegator. In data the result of teaching styles survey by female lecturers with

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<sup>128</sup> F Grasha, "The Matter as of Expert , Style : Formal and Authority , Delegator Teacher Personal Model , Facilitator ," *Teacher* 42, no. 4 (2010): 142–49.

percentages as follow Expert 70,6%; Formal Authority 80,5%; Personal Model 82,2%; Facilitator 88,8% and Delegator 89%. The result of the teaching styles survey that the researcher concluded that the highest percentages of styles had been done by female lecturers in teaching styles is Delegator with percentage 89%. So, it indicates that the English lecturers use Delegator in teaching styles is Very High Used.

The lecturer is concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as a part of autonomous teams. According to Grasha stated that the teacher is available at the request of students as a resource person.<sup>129</sup>

The lecturers stated that students typically work on course project alone with little supervision from the lecturer, so the lecturer totally give an autonomous of the students, because lecturer believe students think and work independently is important thing to develop their ability.

### **3. The differences of teaching styles performed by Male and Female**

From the results that there is a difference between male and female in teaching style that looks striking from the table is the Personal Model style. Female lecturers are more dominant using the Personal Model style with a percentage of 82.2%. Meanwhile, male lecturers are

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<sup>129</sup> Grasha.

only 40%. Based on Grasha demonstrator/personal teacher believes in ‘teaching by personal example’ and establishes a prototype for how to think and behave. This instructor oversees, guides and directs by showing how to do things, encouraging students to observe and then to emulate the instructors’ approach.<sup>130</sup>

In transmitting information, the lecturer explains and demonstrates to the students, and then asks them to do some exercises on related materials. These exercises will be carried out at the beginning and end of the course. The lecturers convinced them that they could follow his steps to answer the questions. In addition, they also serve as teacher centers. The lecturer is more active than his students. The lecturer reviews the previous materials by asking some students at the beginning of the teaching. Afterwards, they conducted a brief review, and the lecturers focused on learning new materials. The lecturer fully explained the material to the students. Then, the lecturers gave them the opportunity to ask questions. If he has no questions, the lecturer will ask some of them to answer the questions. In addition, the lecturers also demonstrated.

#### **4. The way the English lecturers implement the styles**

##### **1) Expert**

Male lecturers used lecture method. Next, lecturers review material with quizzes. Then, remind students to read the material to

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<sup>130</sup> Grasha.

be studied. Meanwhile, Female lecturers explain the key point at the end of the topic. Lecturers asked students to read a book. Last, Students present the material.

According to Grasha, Expert styles is possesses the knowledge and expertise that students need, strives to maintain status as an expert, among students by displaying detailed knowledge and by challenging the students to enhance their competences. It concerned with transmitting information and ensuring that students are well prepared.<sup>131</sup>

## 2) Formal Authority

According to Grasha Formal Authority is Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.<sup>132</sup> Male lecturer gave praise, reward and punishment. Lecturers set clear learning objectives and learning objectives are oriented based on the indicators of each material. Using the syllabus as the basis of reference. On the other side, Female lecturer berated the students. Lecturer gave positive feedback. Set clear learning objectives in the syllabus. Every meeting must be according to the syllabus.

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<sup>131</sup> Grasha.

<sup>132</sup> Grasha.

### 3) Personal Model

Male lecturers set a good example, such as arriving on time and have a good attitude. Lecturers offer resources, offer ways of learning. Share other people's experiences to motivate students. Meanwhile, Female lecturers maintained the manner of dressing and speaking. Providing tips and keywords. Based on Grasha demonstrator/personal teacher believes in 'teaching by personal example' and establishes a prototype for how to think and behave. This instructor oversees, guides and directs by showing how to do things, encouraging students to observe and then to emulate the instructors' approach.<sup>133</sup>

### 4) Facilitator

According to Grasha facilitator styles guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.<sup>134</sup> Male lecturers making games. Then, ask questions. Next, provide material for discussion. And, presented their opinion as a group. Meanwhile, Female lecturers ask students to read the material that has been given, ask them to summarize, then they explain again through voice notes and send it to Google Classroom.

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<sup>133</sup> Grasha.

<sup>134</sup> Grasha.

### 5) Delegator

Male lecturer emphasized student centered. Provide ongoing assignments. Provide an outline for discussion. Female lecturer used discovery learning in group. Give assignments every week. Based on Grasha delegator concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.<sup>135</sup>

### C. Limitation of The Research

This research has limitations in conducting research. In fact, this research will be more complete and capture the authenticity of its application by observation. In this study researcher cannot make observations, due to the Covid-19 pandemic there is no face-to-face learning held in class.

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<sup>135</sup> Grasha.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter consists of the conclusion of the research and the suggestions. It aims to deliver some results which have been obtained in this research.

#### A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher concludes about the teaching styles of male and female English lecturers at IAIN Curup. The highest percentages of styles had been done by male lecturers in teaching style is Delegator with percentage 91%. Meanwhile, the highest percentages of styles had been done by female lecturers in teaching style is Delegator with percentage 89%. The difference between male and female in teaching style that looks striking from the table is the Personal Model style. Female lecturers are more dominant using the Personal Model style with a percentage of 82.2%. Meanwhile, male lecturers are only 40%. There are the different way the English Lecturers implement the Teaching Styles.

#### B. Suggestion

Based on the results of the research and the conclusions above, the researcher will provide suggestions that maybe be useful for:

##### 1. Lecturers

The English lecturers are hoped can apply aspect of teaching style based on student's need in learning activities. The

English lecturers have to applied aspects of these teaching styles. It can be reference for the lecturers in teaching to see condition of class, what the students need and want.

## 2. Future Researcher

This research is not without limitation. The sample of the study was too small to generalize the findings throughout the country. A study with bigger sampling and the other location may provide different results. Thus, it is recommended that a new study should be conducted. Furthermore, this study focused only on the male and female lecturers in English Tadris Study Program at IAIN Curup.



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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI CURUP  
 FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : // Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
 INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang

Mengingat

- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
  - b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
  2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup,
  3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
  4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
  5. Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
  6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
  7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan  
 Pertama

1. **Leffi Noviyenti, M.Pd** 19761106 200312 2 004
2. **Paidi Gusmuliana, M.Pd** 19840817 201503 1 004

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Nunit Venti Lova**

N I M : **16551032**

JUDUL SKRIPSI : **A Study of Teaching Styles of Male and Female English Lecturer at IAIN Curup.**

Kedua

Ketiga

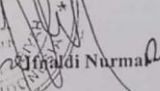
Keempat

Kelima

Keenam

Ketujuh

1. Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
2. Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
3. Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
4. Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
5. Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
6. Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
 Pada tanggal , 07 Januari 2020  
 Dekan,  
  
 Ifnaldi Nurmal

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : Nunit Venti Lova  
NIM : 16551032  
Fakultas : Tarbiyah  
Pembimbing I : Leffi Noviyenty, M.Pd  
Pembimbing II : Pa'di Gusmuliana, M.Pd  
Judul Skripsi : A Study of Teaching Styles  
Used by Male and Female  
Lecturers in English Study  
Program at IAIN Curup

Catatan :

- ❖ Kartu konsultasi ini harap dibawah setiap konsultasi dengan Pembimbing I atau Pembimbing II.
- ❖ Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing II minimal 5 (5) kali dibuktikan dengan kolom yang disediakan.
- ❖ Agar ada cukup waktu untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : Nunit Venti Lova  
NIM : 16551032  
Fakultas : Tarbiyah  
Pembimbing I : Leffi Noviyenty, M.Pd  
Pembimbing II : Pa'di Gusmuliana, M.Pd  
Judul Skripsi : A Study of Teaching Styles  
Used by Male and Female  
Lecturers in English Study  
Program at IAIN Curup

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I

Pembimbing II

Leffi Noviyenty, M.Pd Pa'di Gusmuliana, M.Pd  
NIP. 1974105 200312 2004 NIP. 198910817 201503 100 9





IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing I	Paraf Mahasiswa
1	2 / 7 2020	Memperjelas Research Questions dan Metode Penelitian		
2	19 / 7 2020	Koreksi Angket		
3	23 / 11 2020	Bimbingan Bab 1-3		
4	8 / 12 2020	Laporan Interview		
5	2 / 2 2021	Bimbingan Bab 4		
6	19 / 2 2021	Bimbingan Bab 5		
7	12 / 8 2021	Acc 1-5		
8				



IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing II	Paraf Mahasiswa
1	30 / 2020 Juni	Verbarikan Bab 1 Research question & Metode Penelitian		
2	3 / 2020 Juli	Acc Bab 1		
3	14 / 2020 Juli	Focus Grand Teori		
4	20 / 2021 7	Koreksi Angket		
5	30 / 2021 7	Perbarikan footnote		
6	1 / 2021 8	Acc Instrument Tanjut Penelitian		
7	3 / 2021 8	Bimbingan bab 4		
8	5 / 2021 8	Acc 1-5		

## Teaching Style Survey

(Grasha)

No	Objective	Style	Indicators	Items
1.	To figure out the teaching styles of male and female English lecturers	2. Expert	4) Possesses knowledge and expertise that students need.	<p>34. I think facts, concepts, and principles are the most important things that students need.</p> <p>35. I often show students how they can use various principles and concepts.</p>
			5) Concerned with transmitting information and ensuring that students are well prepared.	<p>36. I tend to transfer detailed knowledge to my students</p> <p>37. I prefer to use the lecturing method or the direct approach in teaching.</p> <p>38. I want students to leave this course well prepared for further work in this area.</p>



			6) Teacher as a storehouse of knowledge for his students.	39. Students might describe me as a “storehouse of knowledge” who dispenses the facts, principles, and concepts they need.
2.		Formal Authority	Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.	<ol style="list-style-type: none"> <li>1. Students receive frequent verbal and/or written comments on their performance.</li> <li>2. I give students negative feedback when their performance is unsatisfactory.</li> <li>3. I give students positive feedback when their performance can directly match my expectation based on the syllabus.</li> </ol>

				<p>4. My expectations for what I want students to do in this class are clearly defined in the syllabus.</p> <p>5. My standards and expectations help students develop the discipline the need to learn.</p> <p>6. It is my responsibility to define what students must learn and how they should learn it.</p> <p>7. I provide very clear guidelines for how I want tasks completed in this course</p>
3.		Personal Model	Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	<p>1. What I say and do models appropriate ways for students to think about issues in the</p>

				<p>content.</p> <p><del>2. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.</del></p> <p>3. Example from my personal experiences often are used to illustrate points about the material.</p> <p>4. I usually show students how and what to do to master the lecture material.</p> <p><del>5. I provide very clear guidelines for how I want tasks completed in this course.</del></p> <p>6. Students might describe me as a "coach" who works</p>
--	--	--	--	--

				<p>closely with someone to correct problems in how they think and behave.</p> <p>7. I emphasize my students to directly observe and follow what I demonstrate to them as a role model.</p> <p>8. My Students are encouraged to follow the example I provide.</p>
4.		Facilitator	<p><del>Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.</del></p> <p>Emphasizes the personal nature of teacher-student interactions by guiding students, designing group activities for collaboration and problem-solving.</p>	<p>1. I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.</p> <p>2. I make students to be active in the class.</p> <p>3. I think activities in this class encourage students to develop</p>

				<p>their own ideas about content issues.</p> <p>4. I use small group discussion to help students develop their ability to think critically and solve the problem collaboratively.</p> <p>5. I think developing the ability of students to think and work independently is an important goal.</p> <p>6. I try to provide as much support and encouragement as possible.</p>
			<p>The instructor acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks.</p>	<p>7. Lecturer activities encourage students to take the initiative and responsibility for their learning.</p> <p>8. Students</p>

				take responsibility for teaching part of the class sessions.
5.		Delegator	The lecturer is available at the request of students as a resource person.	1. I assume the role of a resource person who is available to students whenever they need help.
			Students work independently on projects or as part of autonomous teams.	2. Students design one of more self-directed learning experiences . 3. Students think of themselves as independent learners.
			A lecturer spends time consulting with students and how to improve their work on individual and/or group project.	4. I spend time consulting with students on how <del>their</del> they improve their work on individual and/or group projects.
			Students can make	5. Students set

			choices among activities in order to complete course requirements.	their own pace for completing independent and/or group projects.
			Lecturer's approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities and subordinates.	6. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.

Notes and suggestions from validator:

1. The objective is added to show clear aim of the instrument.
2. Some items in questionnaire, indicated by the blue color, are added in order to enrich the data.

Expert:

3. I tend to transfer detailed knowledge to my students
4. I prefer to use the lecturing method or the direct approach in teaching.

Formal Authority:

3. I give students positive feedback when their performance can directly match my expectations based on the syllabus.

Personal Model:

7. I emphasis my students to directly observe and follow what I demonstrate to them as a role model.
8. My Students are encouraged to follow the example I provide.

Facilitator:

- 4. I use small group discussion to help students develop their ability to think critically and solve the problem collaboratively
- 6. I try to provide as much support and encouragement as possible.

Delegator

3. Students think of themselves as independent learners.

- 3. The First indicator of Facilitator style is too specific. It may not cover all points in its items;

~~Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices.~~

It is suggested to be revised as follows:

Emphasizes the personal nature of teacher-student interactions by guiding students, designing group activities for collaboration and problem-solving.

- 4. Item number 2 and 5 (indicated by brown colour) are not coherent with the third teaching style.

a) *“2. I guide students’ work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.*

It matches the fourth style; Facilitator as it is stated in the first indicator of facilitator.

b) *“5. I provide very clear guidelines for **how I want** tasks completed in this course”*

This item matches the Formal Authority style because the statement “**how I want**” means the task should be completed as what the lecturer wants or his/her expectations. Thus this item belongs to the second style; Formal Authority.



5. Related to your questionnaire, it is the result of adaptation to **Grasha's questionnaire**. Thus, the researcher should state the source of the questionnaire to avoid plagiarism and to strengthen validity of your instrument also. You may state in chapter III that **the questionnaire is adapted from Grasha**.
6. Pay attention to your grammar (indicated by **red colour**).

Curup, 25<sup>th</sup> of July, 2020

Validator,



Nastiti Handayani, M.Pd

## Reliability Result of the Questionnaire

Respondents	Number of item																																	Total												
	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													
Respondent 1	5	5	4	5	5	4	3	5	5	4	4	5	5	5	5	5	5	4	4	5	4	4	5	5	5	5	5	5	5	4	4	5	3	151												
Respondent 2	1	1	2	1	1	1	1	1	2	1	1	2	1	1	1	2	2	1	1	2	1	2	1	2	1	1	1	2	2	2	2	1	2	46												
Respondent 3	5	4	4	3	4	2	4	3	4	3	4	4	5	5	3	3	5	4	5	4	4	3	5	4	5	4	5	5	4	5	4	5	3	134												
Respondent 4	2	3	3	3	3	3	4	2	4	4	4	3	4	3	4	3	4	4	4	4	4	3	5	3	4	3	4	4	3	4	3	3	3	114												
Respondent 5	4	5	4	4	5	5	4	5	4	4	5	5	4	5	5	4	4	4	5	4	5	4	4	4	5	4	5	5	4	5	4	4	4	146												
Respondent 6	4	5	4	4	5	4	5	5	5	4	4	4	5	4	4	4	5	4	5	4	5	4	4	4	5	4	5	5	5	5	4	4	5	4	146											
																																			<b>1595</b>	Total Variance (Vtest)										
Variance	2,7	2,567	0,7	1,867	2,567	2,167	1,9	3,1	1,2	1,467	1,867	1,367	2,4	2,567	2,267	1,1	1,367	1,5	2,4	0,967	2,167	0,667	2,4	1,067	2,567	1,9	2,567	1,467	1,367	1,2	0,7	2,567	0,567	<b>59,23</b>	Variance of score( $\sum Vi$ )											
Cronbach Alpha formula	$\alpha = \frac{n}{n-1} \left( 1 - \frac{\sum Vi}{Vtest} \right)$																																													
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">Interpretation</th> </tr> <tr> <th>Nilai yg ditetapkan</th> <th></th> <th>Hasil</th> </tr> </thead> <tbody> <tr> <td>0,7</td> <td><math>\alpha = \frac{33}{33-1} \left( 1 - \frac{59.23}{1595} \right)</math></td> <td><b>Reliabel</b></td> </tr> <tr> <td></td> <td><b>0,992942179</b></td> <td></td> </tr> </tbody> </table>																																	Interpretation			Nilai yg ditetapkan		Hasil	0,7	$\alpha = \frac{33}{33-1} \left( 1 - \frac{59.23}{1595} \right)$	<b>Reliabel</b>		<b>0,992942179</b>		
Interpretation																																														
Nilai yg ditetapkan		Hasil																																												
0,7	$\alpha = \frac{33}{33-1} \left( 1 - \frac{59.23}{1595} \right)$	<b>Reliabel</b>																																												
	<b>0,992942179</b>																																													



## The Participants' Response of Interview

Mr Sarwo

Male lecturers 1

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Tidak, saya mengkombinasikan. Saya lebih mengkombinasikan penjelasan dengan apa yang dikerjakan murid, jadi tidak saya menjelaskan secara detail tapi juga murid ikut andil.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Ya tentu saja, setiap mulai pertemuan baru, yang lama kita review materinya bisa dengan bertanya, bisa dengan kuis, dan lain-lain.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Iya tentu saja, karena di kelas saya siapa yang tidak prepare materi pasti akan susah di kelas itu karena saya di awal pasti memulai dengan pertanyaan mengenai apa yang sudah dibaca dirumah.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Ya pasti
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Seorang dosen yang baik harus membuat tujuan pembelajaran pada hari itu ataupun yang berkelanjutan dengan jelas.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Pasti, setiap saya masuk kelas disiplin itu nomor 1 bagi saya.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Ya, kedua duanya bisa saya lakukan, kadang-kadang ada positive dan ada juga negative nya.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Tidak juga, dalam hal tertentu mungkin iya tapi tidak harus artinya panutan itu bisa saja, tapi saya jadikan diri saya role model, terserah mahasiswa mau menerima atau tidak tapi saya memposisikan saya sebagai role model, seharusnya semua guru atau dosen itu menjadi role model bagi murid nya.
9.	Apakah anda menunjukkan cara	Ya pasti, tugas guru dalam

	yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	menjelaskan sesuatu atau dalam pembelajaran itu tugasnya adalah memudahkan pelajaran, bukan malah meribetkan.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Kadang kadang iya, kadang kadang saya memberikan contoh seperti itu, tapi kadang kadang juga apa yang terjadi di masyarakat misalnya yang dekat dengan mereka, contoh contoh yang saya kasih itu biasanya yang dekat dengan mereka, termasuk pengalaman pribadi.
11.	Bagaimana anda membuat siswa aktif di kelas?	Dengan membuat mereka bekerja, artinya dengan bertanya dengan membuat semacam games atau semacam kegiatan yang memicu mereka untuk berfikir, bisa saja dikasih soal, bisa saja dikasih bahan diskusi, kemudian mereka mempresentasikan pendapat pendapat mereka pergrup dan memancing mereka untuk berbicara.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Ya tentu, seorang guru yang baik harus menjadi pendengar yang baik, bagaimana bisa memberi saran jika tidak mendengarkan.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Pasti, saya terbiasa memberikan tugas itu didalam kelas, diluar kelas biasanya saya tidak terlalu banyak memberikan tugas tapi guna memantau biasanya saya banyak aktivitas dikelas yang saya berikan, kalau tugas ya tidak terlalu banyak.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Ya tentu saja, contoh di pelajaran literature saya hanya memberikan garis besar nya saya kasihkan modul, modul itu hanya based line saja, jadi untuk yang lain mereka harus mencari dari berbagai sumber, karena tidak mesti dari modul, karena modul atau yang diberikan dosen itu biasanya hanya berupa garis besar saja.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar	Kalau saya dikasih tugas terstruktur, jadi artinya kalau kita

	secara mandiri?	mau supaya mahasiswa itu mandiri belajarnya jadi kita kasih tugas tugas yang terstruktur, artinya bagaimana kita memberikan misalnya satu tugas yang nantinya tugas ini itu bukan menjadi beban tapi dia akan belajar mandiri dalam menyelesaikan.
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### The Participants' Response of Interview

Mr Hadi

Male lecturers 2

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Ya.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Of course.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Iya.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Silabus tentu, pengembangan juga. Karena silabus itu sebagai dasar acuan.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Ya, pasti.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Ya, karena secara aturan punya begitu dan sebagai ukuran penilaian.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Positive iya sebagai reward, judgement juga iya.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Tidak juga, kalau panutan tidak, tapi kita memberikan contoh yang baik, sehingga mahasiswa itu bisa menilai kita cocok untuk dijadikan panutan atau tidak.
9.	Apakah anda menunjukkan cara	Of course, harus begitu, guru itu

	yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	kan fasilitator, lecturer is a facilitator, as a facilitator should give the easy way for student to understand the material.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Little bit, karena kita juga tidak bisa mendiclare bahwa kita baik, mendiclare bahwa kita bisa jadi contoh
11.	Bagaimana anda membuat siswa aktif di kelas?	Kita punya strategi namanya student center, student center itu how the student should be active, and how they have curious.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Harus begitu.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Of course, by the exercises.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Boleh.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Student center is the point.

### The Participants' Response of Interview

Mr Ruly

Male lecturers 3

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Saya tidak menerapkan lecturing method.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Ya, saya melakukan review materi setiap pertemuan. Setiap pembukaan mengajar saya ulas sedikit tentang materi sebelumnya, meskipun tidak selalu detail tapi sya tetap melakukan review materi.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk	Ya, setiap diakhir pertemuan, biasanya saya mengingatkan kepada

	pertemuan selanjutnya? Mohon Jelaskan.	peserta didik untuk apa yang harus mereka orientasikan dalam pembelajaran mereka secara dirumah dalam satu minggu untuk mempersiapkan pertemuan berikutnya.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Setiap kali mengajar saya berpatok pada silabus jadi susunan materi ajar saya itu berbasis pada silabus yang sudah saya konstruksikan sebelumnya saat pembelajaran satu semester belum dimulai.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Ya, saya yakin saya menetapkan tujuan pembelajaran dengan jelas dan tujuan pembelajaran ini juga saya orientasikan berdasarkan indikator tiap materi, misal dalam silabus ada beberapa materi misalnya, satu materi untuk mewakili satu pertemuan dan setiap satu pertemuan itu ada indikator inti apa yang peserta didik harus capai nah indikator itulah yang saya kembangkan jadi tujuan pembelajaran.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Ya, saya menerapkan standar disiplin, dimana ada aturan aturan khusus bagi mahasiswa terkait dengan pembelajaran dengan saya, misalnya kalau masuk tidak boleh terlalu lambat lebih dari 10 menit atau 15 menit, terus tugas harus dikumpulkan tepat waktu kalau lewat dari waktu maka ada konsekuensinya misalnya pengurangan nilai dan sebagainya.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Ya, saya memberikan positive feedback juga negative feedback, positive feedback saya berikan berupa pujian dan motivasi supaya pelajaran berikut mahasiswa lebih semangat, kalau negative feedback saya berikan berupa koreksi saya mengajar skill menulis skill writing, saya koreksikan tulisan mahasiswa saya ketika mereka menulis salah-



		salah grammar, nah itu saya kasih kode saya berikan feedback saya saya berikan informasi dikesalahan mereka bahwa mereka salah pada aspek subject dan verb agreement misalnya, jadi mereka harus belajar materi ini lagi. Feedback saya cenderung membuat mereka agar mereka membaca mandiri materi yang mereka masih salah.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Menurut saya, saya tidak memposisikan diri saya sebagai panutan dan mahasiswa harus seperti saya, jadi tidak harus seperti itu. Menurut saya pembelajaran itu bisa berkembang dengan cara mahasiswa masing-masing. Mahasiswa tidak mesti meniru kepribadian saya, mahasiswa tidak mesti meniru cara saya belajar, mahasiswa tidak mesti meniru tindakan saya saat mengajar. Tugas saya adalah memberi alternative-alternatif cara belajar agar mahasiswa mau mencoba, dan kalau mahasiswa punya cara belajar lain, saya sangat mendukung itu, menurut saya ada banyak cara untuk mencapai tujuan belajar. Saya tidak memposisikan diri saya sebagai panutan, saya memposisikan diri saya sebagai rekannya mahasiswa dalam belajar.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Ya, saya tawarkan sumber, tawarkan cara belajar, nah mahasiswa bebas memilih yang mereka sukai dan yang penting bagi saya mahasiswa mau belajar mandiri dirumah.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Pada pertemuan tertentu mungkin saya pernah melakukan ini, mencontohkan apa yang pernah saya lakukan selama proses belajar sampai menguasai 1 skill bahasa, tapi saya tidak selalu berorientasi kepada contoh pengalaman saya

		karena banyak pengalaman orang lain yang lebih bagus jadi saya ambil juga contoh pengalaman orang lain untuk memotivasi mahasiswa saya.
11.	Bagaimana anda membuat siswa aktif di kelas?	Saya biasanya melakukan 2 hal, yang pertama saya beri mereka sumber belajar saya kerahkan agar mereka banyak membaca karena standar untuk aktif itu kita harus punya pengetahuan dulu, jadi saya arahkan agar mahasiswa banyak intensive reading banyak membaca, nah dikelas saya ajukan pertanyaan-pertanyaan yang memicu berfikir kritis mereka.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Sejauh ini iya, saya cenderung mendengarkan konsultasi mahasiswa tapi saya tidak selalu memberikan solusi, karena tidak semua masalah itu saya bisa memikirkan solusinya, tapi kalau mahasiswa berkonsultasi hanya terkait dengan research insya allah saya bisa membantu tapi kalau konsultasinya sudah terkait dengan hal-hal diluar akademis misalnya terkait dengan psikologi dia saat belajar, nah itu saya bisa mendengarkan tetapi saya tidak selalu bisa memberikan solusi.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Iya, saya selalu memberi tugas karena menurut saya proses belajar bahasa itu adalah di deal with practice, getting in gate into real practice of using language
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Saya tidak memberikan alternative mengerjakan tugas, jadi satu minggu saya hanya kasih 1 tugas karena saya mungkin ini terkait dengan pengalaman saya mengajar yang masih sedikit.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Pertama, saya berikan motivasi dalam bentuk strategi belajar mandiri. Kedua, saya memberikan tugas

	yang berkelanjutan, jadi setiap minggu itu ada tugas, jadi setidaknya walaupun misalnya ada beberapa segelintir mahasiswa yang malas-malasan dengan tugas tersebut mereka tetap merasa ada tanggung jawab dan mereka tetap akan berusaha mengerjakan tugas itu, proses berusaha mengerjakan tugas inilah yang membentuk belajar mandiri mereka, karena mereka harus belajar dirumah untuk mengerjakan tugas tersebut.
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### The Participants' Response of Interview

Mr Paidi

Male lecturers 4

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Saya pribadi menggunakan variasi tergantung dari jenis activity nya.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Ya, correction tadi saya kasih
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Ya, saya meminta siswa untuk memperhatikan lesson plan apa yang akan di pelajari di pertemuan selanjutnya, dan meminta siswa mempersiapkan apa yang perlu mereka lakukan.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Iya, berpatokan silabus.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Ya, pasti.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Ya, saya tidak akan menyuruh mereka itu involve di kelas, jadi saya bilang "siapa yang tidak membuat tugas tidak boleh gabung, tidak boleh join". Mereka harus disiplin.

7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Ada positive feedback berupa reward dan negative feedback berupa punishment.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Ya, ada, ada suatu saat nya iya, ada suatu saatnya tidak.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Ya, saya tunjukkan, misalnya kalian harus “membuka channel ini”
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Iya, saya ceritakan masalah perjuangan belajar, saya kuliah sendiri, cari uang sendiri, S1 S2 tetapi prestasi bapak juga tidak kalah dengan anak yang lain.
11.	Bagaimana anda membuat siswa aktif di kelas?	Membentuk kelompok-kelompok belajar, saya juga memotivasi mahasiswa untuk ikut organisasi supaya lebih aktif.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Iya, rata-rata setiap minggu itu ada tugas, kenapa tugas? Ya karena itu tadi, karena speaking itu harus well prepare menurut saya. Pokoknya saya setiap ada meeting itu pasti ada tugas.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Kadang iya, kadang tidak.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Saya meminta mahasiswa untuk praktek lapangan.

### The Participants' Response of Interview

Mr Prihantoro

Male lecturers 6

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer	Tidak, saya mengkombinasikan. Saya lebih mengkombinasikan

	ke lecture method? Mohon Jelaskan.	penjelasan dengan apa yang dikerjakan murid, jadi tidak saya menjelaskan secara detail tapi juga murid ikut andil.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Ya tentu saja, setiap mulai pertemuan baru, yang lama kita review materinya bisa dengan bertanya, bisa dengan kuis, dan lain-lain.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Iya tentu saja, karena di kelas saya siapa yang tidak prepare materi pasti akan susah di kelas itu karena saya di awal pasti memulai dengan pertanyaan mengenai apa yang sudah dibaca dirumah.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Ya pasti
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Seorang dosen yang baik harus membuat tujuan pembelajaran pada hari itu ataupun yang berkelanjutan dengan jelas.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Pasti, setiap saya masuk kelas disiplin itu nomor 1 bagi saya.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Ya, kedua duanya bisa saya lakukan, kadang-kadang ada positive dan ada juga negative nya.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Tidak juga, dalam hal tertentu mungkin iya tapi tidak harus artinya panutan itu bisa saja, tapi saya jadikan diri saya role model, terserah mahasiswa mau menerima atau tidak tapi saya memposisikan saya sebagai role model, seharusnya semua guru atau dosen itu menjadi role model bagi murid nya.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Ya pasti, tugas guru dalam menjelaskan sesuatu atau dalam pembelajaran itu tugasnya adalah memudahkan pelajaran, bukan malah meribetkan.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Kadang kadang iya, kadang kadang saya memberikan contoh seperti itu, tapi kadang kadang juga apa yang terjadi di masyarakat misalnya yang dekat dengan mereka, contoh

		contoh yang saya kasih itu biasanya yang dekat dengan mereka, termasuk pengalaman pribadi.
11.	Bagaimana anda membuat siswa aktif di kelas?	Dengan membuat mereka bekerja, artinya dengan bertanya dengan membuat semacam games atau semacam kegiatan yang memicu mereka untuk berfikir, bisa saja dikasih soal, bisa saja dikasih bahan diskusi, kemudian mereka mempresentasikan pendapat pendapat mereka pergrup dan memancing mereka untuk berbicara.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Ya tentu, seorang guru yang baik harus menjadi pendengar yang baik, bagaimana bisa memberi saran jika tidak mendengarkan.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Pasti, saya terbiasa memberikan tugas itu didalam kelas, diluar kelas biasanya saya tidak terlalu banyak memberikan tugas tapi guna memantau biasanya saya banyak aktivitas dikelas yang saya berikan, kalau tugas ya tidak terlalu banyak.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Ya tentu saja, contoh di pelajaran literature saya hanya memberikan garis besar nya saya kasih modul, modul itu hanya based line saja, jadi untuk yang lain mereka harus mencari dari berbagai sumber, karena tidak mesti dari modul, karena modul atau yang diberikan dosen itu biasanya hanya berupa garis besar saja.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Kalau saya dikasih tugas terstruktur, jadi artinya kalau kita mau supaya mahasiswa itu mandiri belajarnya jadi kita kasih tugas tugas yang terstruktur, artinya bagaimana kita memberikan misalnya satu tugas yang nantinya tugas ini itu bukan menjadi beban tapi dia akan belajar mandiri dalam menyelesaikan.

## The Participants' Response of Interview

Maam Eka

Female lecturers 1

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Saya menggunakan student center learning, saya hanya mengontrol, mendampingi.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Iya, setelah mahasiswa present diakhir topik akan dijelaskan keypointnya.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Ya, mereka present setiap minggunya.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Yes of course, setiap pertemuan harus sesuai silabus dan ada di GC.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Ya, ada di RPS
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Tugas dan waktu kuliah ditentukan waktunya masing-masing.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Positive iya, negative tidak.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Panutan iya, kalau meniru tidak, tergantung kenyamanan mahasiswa.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Yes.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Iya.
11.	Bagaimana anda membuat siswa aktif di kelas?	Setiap siswa harus membaca materi.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Ya.

13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Ya, tugas tetap setiap minggu.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Ya.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Mereka membaca materi yang telah diberikan, mereka mensummary, mereka menjelaskan kembali melalui VoiceNote dan dikirimkan ke GoogleClass.

### The Participants' Response of Interview

Maam Jum

Female lecturers 2

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Tidak, di awal kita membuat system modeling dulu, jadi kita memberikan konsep konsep dasar tentang apa yang akan diajarkan
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Iya.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Iya, mereka harus baca dulu, setelah itu terserah apakah mereka harus bertugas untuk mempresentasikan hari ini atau tidak, yang pasti setiap individu di kelas itu harus baca materi dulu, ya jadi ketika didiskusikan setidaknya mahasiswa sudah terbuka dengan pengetahuan.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Biasanya iya kalau untuk konsep dasar, tetapi mungkin didalam pengembangannya nanti mungkin di tugas apakah itu ditugas MID atau tugas semesteran atau yang lainnya nanti bisa berkembang sesuai dengan kebutuhan.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Iya.
6.	Apakah anda menetapkan standar	Seharusnya iya, tapi saya bukan



	kedisiplinan dikelas mengajar? Mohon Jelaskan.	orang yang terlalu ketat tentang kedisiplinan.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Biasanya itu keluar dengan otomatis.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Saya tidak pernah menempatkan diri saya sebagai orang yang paling benar, harus ditiru tidak, karena di dalam kelas saya, saya mencoba menerapkan bahwa kita disini sama-sama belajar, saya belajar dari mahasiswa, dan mahasiswa belajar dari saya. Jadi apa yang ada di dalam kelas itu milik semuanya menjadi pembelajaran. Jadi tidak ada misalnya saya bagus, harus seperti inilah nanti anda, itu kan persepsi kita ya.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Di setiap apapun matuliahnya, rasanya kita harus memberikan tips-tips seperti itu.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Terkadang, yang ibaratnya memang bisa lebih mudah untuk diterima, membantu mahasiswa untuk lebih bisa menerima kenapa tidak, adakalanya kita memberikan contoh yang seperti itu, karena biasanya kehidupan nyata itu mahasiswa membayangkannya lebih masuk, karena ibaratnya kenyataan hidup itu kan nggak seperti imajinasi yang kadang kemana-mana. Ada waktunya yang sesuai dengan materi kenapa tidak.
11.	Bagaimana anda membuat siswa aktif di kelas?	Harus ada project, harus ada suatu kegiatan yang mengharuskan mereka aktif. Mereka yang harus bicara, mendesign activity nya, dimana mereka yang harus bicara tetapi sebelum itu tentunya kita harus menyiapkan mereka dulu misalnya "you harus baca tentang ini nanti ketika minggu depan kita bahas ini".
12.	Apakah anda termasuk pendengar	Oh iya, boleh.

	yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Kalau tugas saya biasanya sudah pasti seperti ini “individu nya ini, mingguannya ini, kelompoknya seperti ini, setelah itu semesteran”.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Kalau alternative silahkan, kan itu kreatifitas, tetapi dalam bentuk hasil produknya harus sama, maksud nya produk itu bentuknya seragam.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Saya berikan kepercayaan, tapi tentu kita buat dulu misalnya “anda baca ini, kalau anda tidak baca ini anda tidak bisa ngomong nanti dikelas”, tapi tetap ada panduan misalnya anda baca tentu kalau tidak ada bentuk hasilnya kan tidak bisa kita jamin, berarti mereka harus lapor “ini hasil bacanya” terus mempresentasikan, mereka harus presentasikan itu, rasanya kalau mempresentasikan itu sudah menjadi salah satu bentuk dari kemandirian.

### The Participants' Response of Interview

Maam Leffi

Female lecturers 3

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Saya tidak pernah kasih sesuatu yang detail, karena saya sudah modalin mahasiswa saya itu dengan referensi, minimal referensi dari saya dulu, karena referensi saya itu sudah saya kompilasi dari banyak referensi biasanya begitu. Metode saya itu tidak pernah menjelaskan detail, tapi saya membahas pertanyaan mahasiswa dengan detail.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon	Iya.

	Jelaskan.	
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Oh iya, jadi kelompok minggu depan mereka sudah tau bahwa hari ini mereka akan bahas apa dan dia mempresentasikan atau menyiapkan materi itu tidak dengan menyampaikan saja apa yang mereka pahami tapi mereka juga bikin orang lain paham, saya minta mereka itu tidak menyajikan summary tapi dalam bentuk diagram, atau slide power point, jadi saya lihat nanti pemahaman mereka bagaimana kerangkanya, kemudian apakah teman temannya juga paham, karena kalau dia presentasi buku semua temannya sudah pasti baca buku kan.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Iya.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Iya saya bagi silabus dong, di silabus itu clear. Setiap pertemuan itu ada tujuan pembelajarannya.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Secara tertulis mungkin nggak, maksud nya seperti ini, saya patuhi yang ada di kampus, aturan kode etik di kampus lah maksudnya itu saja yang saya patuhi, kalau secara imdividu mungkin tidak tertulis artinya kalau saya bilang kita ujian tanggal ini, anda kumpul tugas hari ini, mereka sudah tau aja mereka kumpul tanggal itu, sekalipun misalnya printer mereka rusak mereka akan menghubungi maam tidak bisa ini karena ini, karena mereka tau saya konsisten kalau saya bilang kumpul hari itu you kumpul dong hari itu, kalau tidak ya saya terima juga Cuma nilainya beda.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Kayanya iya deh, kalau positive feedback saya tidak niatin, yang saya niatkan dari rumah itu negativenya, saya suka mencaci-caci mahasiswa saya itu, jadi saya

		kata-katain mereka kan.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Oh tidak, mahasiswa harus lebih dari saya dong, saya tidak pernah mau sama dengan mahasiswa, jadi mereka punya 2 pilihan, mereka harus lebih baik dari saya atau lebih buruk dari saya jangan sama dengan saya.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Of course, makanya saya bilang keywords, saya selalu pakai keywords kalau mengajar, jadi keywords itu yang membuat mereka mudah memahami.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Mungkin ada, tapi tidak terplanning, maksud nya begitu terpikirkan dan contoh yang cepat, contoh yang cepat itu kan contoh yang bisa saya pertanggung jawabkan itu kalau saya yang buat kan, mungkin iya, tapi tidak saya rencanakan betul ya. Dengan tujuan biar mereka cepat menangkap dan saya bertanggung jawab atas apa yang saya sampaikan.
11.	Bagaimana anda membuat siswa aktif di kelas?	Pertama, mereka harus presentasi dan tujuan presentasi itu mereka harus membuat orang lain paham, lalu setiap orang yang tidak presentasi harus mengajukan pertanyaan, lalu saya paksa coordinator kelas mencatat siapa yang hadir dan tidak hadir, bahkan kalau zoom kalau wajah mereka tidak ada di zoom itu saya anggap mereka tidak hadir.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Kalau bertanya iya, karena saya selalu suka menjawab pertanyaan, karena bertanya itu membuat saya belajar, kalau tidak ditanya saya itu puas saja dengan apa yang saya sampaikan, jadi saya tidak mendapat apa-apa, jadi begini ya, kalau saya mengajar saya itu paling males hanya anak-anak yang dapat.

13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Sering ya.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Kalau alternative dalam arti mereka bisa suka-suka mereka itu tidak, jadi saya menawarkan terlebih dahulu mau mengerjakan dimana, di A4 kah silahkan sepakati, kalau anda sepakati A4, A4 semua. Jadi kadang saya tawarkan ke mereka tapi mereka harus kompak semuanya.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Kasih tugas, kemudian di pantau, artinya tidak hanya kasih tugas tanpa koreksi, kasih tugas itu kesempatan saya untuk mencaci mahasiswa itu dengan tugas, artinya apa yang mereka buat jika tidak cocok dengan saya maka itulah saya coret jadi mereka merasa ya di cek kan apa betul, dengan begitu kan mereka akan merasa bertanggung jawab dan mereka akan buat, kemudian mereka akan tau pasti dikoreksi, setidaknya mengoreksi bahwa saya membuat tugas. Jadi, saya kasih banyak tugas tapi saya pantau tugas itu dan mereka merasa bahwa tugas yang mereka buat itu dihargai, jadi mereka secara otomatis membuat tugas dan mengembangkan dirinya.

### The Participants' Response of Interview

Maam Arin

Female lecturers 4

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Tergantung matakuliahnya, kalau memang ada yang teori jadi saya memberikan teori nya dulu, tapi harus diseling tidak lecturing 100%.

2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Biasanya iya, kita seperti structure meeting antara 1 dan 2 biasanya berkaitan kan, misalnya sekarang meeting 3, diawal pertemuan itu biasanya ada review materi yang kemaren. Jadi ada review nya.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Yes of course, penting itu kan. Jadi mahasiswa masuk kekelas itu tidak blank, ada informasi yang nanti bisa dibagi dikelas.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Iya, saya berpatokan dengan silabus.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Iya, biasanya kan kalau kita bikin silabus ada tujuan pembelajaran apa yang ingin dicapai.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Iya, yang terutama itu waktu, harus datang tepat waktu. Ada juga tugas-tugas, mereka harus disiplin.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Saya lebih cenderung memberikan positive feedback.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Sebagai dosen sebaiknya harus menjadi panutan.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Untuk yang dimateri saya jarang menggunakan pengalaman pribadi sebagai contoh, saya justru menggunakan pengalaman mahasiswanya.
11.	Bagaimana anda membuat siswa aktif di kelas?	Tergantung matakuliah yang saya ajar ya, kalau structure kan saya menggunakan diskusi dan lecturing ya, diskusi kan otomatis secara tidak langsung mengharuskan mereka untuk aktif.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Ya.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Saya seimbangkan, kalau seperti diskusi harus pergrup, trus yang lain harus membaca materinya. Ada tugas-tugas individu dan tugas

		kelompok
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Tergantung topik perkuliahannya apa, misalnya tugasnya seperti speaking, anak-anak yang diluar prodi bahasa inggris biasanya saya kasih pilihan ke mereka. Seperti kemarin saya kasih pilihan ke mereka, misalnya "kalian mau membuat video perkenalan diri nya secara individu atau kelompok?". Jadi dikondisikan dengan topiknya bisa diberikan alternative atau tidak.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	Memberikan aktifitas yang berbeda-beda, seperti saya memberikan pilihan bagi mereka, mereka menyukai aktifitas yang seperti apa, semua tergantung kepada mahasiswa nya, karena ada mahasiswa yang aktif mereka akan berkembang.

### The Participants' Response of Interview

Miss Nastiti

Female lecturers 5

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Kalo untuk sekarang, kita pakainya discovery learning, jadi centernya adalah student.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Sebelum masuk materi baru, kita review.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Ya, biasanya kita kasih tau, minggu depan kita materinya ini. Silahkan dibaca-baca.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Iya, kalau tidak dengan silabus bingung nanti.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Iya.
6.	Apakah anda menetapkan standar	Biasanya diselang pelajaran jika

	kedisiplinan dikelas mengajar? Mohon Jelaskan.	terdapat yang tidak sesuai dengan disiplin, dan sikap attitude positive lainnya baru miss tekan kan, gitu kalo miss.
7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Tidak sejauh ini.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Kalau menganggap panutan, tentu setiap dosen itu harus mempunyai attitude yang mencerminkan mereka adalah model di kelas, jadi bagaimana cara miss ngomong dan berpakaian itu harus dijaga betul supaya anak-anak bisa mencontoh yang baik.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Biasanya miss kasih cara yang simple-simple, materinya juga dibikin simple supaya itu miss kasih tahu.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Ya, karena anak-anak biasanya lebih tergambar mereka itu kalau lewat contoh langsung.
11.	Bagaimana anda membuat siswa aktif di kelas?	Design aktifitasnya yang harus merujuk pada keaktifan dikelas, jadi miss pakai biasanya 3 ya ada tugas individu, dia bersama teman disampingnya mengerjakan tugas, kemudian di bentuk dalam grup juga bisa.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Ya.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Sering.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Ya, benar sekali, terkadang saya juga meminta siswa untuk menyampaikan kira-kira mereka ingin tugas yang bentuknya seperti apa, topiknya seperti apa, misalnya dalam reading mereka boleh pilih atau mereka punya teks yang mereka sukai untuk mereka baca.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar	Di set dulu objective nya, setelah dia tahu objective nya baru nanti dia



	secara mandiri?	akan design kira-kira materi yang mereka ingin pelajari itu apa, mereka design materinya belajarnya, kemudian dia design juga exercises nya seperti apa, dan itu yang paling penting adalah terkait minatnya juga.
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### The Participants' Response of Interview

Miss Henni

Female lecturers 6

No	Question	Answer
1.	Apa metode yang digunakan ketika mengajar? Apakah anda lebih prefer ke lecture method? Mohon Jelaskan.	Metode saya itu tidak pernah menjelaskan detail, tapi saya membahas pertanyaan mahasiswa dengan detail.
2.	Apakah anda melakukan review materi setiap pertemuan? Mohon Jelaskan.	Iya.
3.	Apakah anda meminta siswa untuk menyiapkan materi untuk pertemuan selanjutnya? Mohon Jelaskan.	Saya minta mereka itu tidak menyajikan summary tapi dalam bentuk diagram, atau slide power point, jadi saya lihat nanti pemahaman mereka bagaimana kerangkanya, kemudian apakah teman temannya juga paham, karena kalau dia presentasi buku semua temannya sudah pasti baca buku kan.
4.	Apakah anda mengajar berpatokan dengan silabus? Mohon Jelaskan.	Iya.
5.	Apakah anda menetapkan tujuan pembelajaran dengan jelas? Mohon Jelaskan.	Iya saya bagi silabus, di silabus itu semusanya jelas. Setiap pertemuan itu ada tujuan pembelajarannya.
6.	Apakah anda menetapkan standar kedisiplinan dikelas mengajar? Mohon Jelaskan.	Secara tertulis mungkin nggak, artinya kalau saya bilang kita ujian tanggal ini, anda kumpul tugas hari ini, mereka sudah tau aja mereka kumpul tanggal itu, karena mereka tau saya konsisten kalau saya bilang kumpul hari itu you kumpul dong hari itu.

7.	Apakah anda memberikan positive dan negative feedback ketika mengajar? Mohon Jelaskan.	Ya, saya memberikan positive dan negative feedback kepada mahasiswa saya.
8.	Apakah anda menganggap diri anda panutan dan siswa harus meniru anda? Mohon Jelaskan.	Mereka harus lebih baik dari saya atau lebih buruk dari saya jangan sama dengan saya.
9.	Apakah anda menunjukkan cara yang memudahkan siswa untuk menguasai pelajaran? Mohon Jelaskan.	Saya selalu pakai keywords kalau mengajar, jadi keywords itu yang membuat mereka mudah memahami.
10.	Apakah anda menceritakan pengalaman pribadi untuk dijadikan contoh yang mengilustrasikan materi pembelajaran? Mohon Jelaskan.	Contoh yang cepat itu kan contoh yang bisa saya pertanggung jawabkan itu kalau saya yang buat kan, mungkin iya, tapi tidak saya rencanakan betul ya. Dengan tujuan biar mereka cepat menangkap dan saya bertanggung jawab atas apa yang saya sampaikan.
11.	Bagaimana anda membuat siswa aktif di kelas?	Mereka harus presentasi dan tujuan presentasi itu mereka harus membuat orang lain paham, lalu setiap orang yang tidak presentasi harus mengajukan pertanyaan, lalu saya paksa coordinator kelas mencatat siapa yang hadir dan tidak hadir, bahkan kalau zoom kalau wajah mereka tidak ada di zoom itu saya anggap mereka tidak hadir.
12.	Apakah anda termasuk pendengar yang baik jika mahasiswa ingin berkonsultasi? Mohon Jelaskan.	Kalau bertanya iya, karena saya selalu suka menjawab pertanyaan, karena bertanya itu membuat saya belajar, kalau tidak ditanya saya itu puas saja dengan apa yang saya sampaikan, jadi saya tidak mendapat apa-apa, jadi begini ya, kalau saya mengajar saya itu paling males hanya anak-anak yang dapat.
13.	Apakah anda sering memberi tugas? Mohon Jelaskan.	Sering ya.
14.	Apakah anda memberi kebebasan kepada siswa dalam menentukan alternative mengerjakan tugas? Mohon Jelaskan.	Kalau alternative dalam arti mereka bisa suka-suka mereka itu tidak, jadi saya menawarkan terlebih dahulu mau mengerjakan dimana, di A4 kah silahkan sepakati, kalau anda sepakati A4, A4 semua. Jadi kadang saya tawarkan ke mereka

		tapi mereka harus kompak semuanya.
15.	Bagaimana cara anda membentuk kemampuan siswa untuk belajar secara mandiri?	<p>Kasih tugas, kemudian di pantau, artinya tidak hanya kasih tugas tanpa koreksi, kasih tugas itu kesempatan saya untuk mencaci mahasiswa itu dengan tugas, artinya apa yang mereka buat jika tidak cocok dengan saya maka itulah saya coret jadi mereka merasa ya di cek kan apa betul, dengan begitu kan mereka akan merasa bertanggung jawab dan mereka akan buat, kemudian mereka akan tau pasti dikoreksi, setidaknya mengoreksi bahwa saya membuat tugas.</p> <p>Jadi, saya kasih banyak tugas tapi saya pantau tugas itu dan mereka merasa bahwa tugas yang mereka buat itu dihargai, jadi mereka secara otomatis membuat tugas dan mengembangkan dirinya.</p>



## BIOGRAPHY

Nunit Venti Lova was born in Kepahiang on June 12<sup>th</sup> 1998. She is daughter of Abdurokhman, S.P and Maryana. She has two brothers, the name of her brothers are Andes Sabidetu and Ardex Malka Markarina. She finished her elementary school in 2010 from SD N 10 Kepahiang. Hence, she continued to the junior high school at SMP Negeri 1 Kepahiang in 2010 to 2013. Then, she carried on to

senior high school SMA Negeri 1 Kepahiang and graduated in 2016. After that, she decided English Tadris Study Program as her faculty at IAIN Curup.

She is someone who believes that there is nothing in this world that Allah created in vain, as in QS. Ali Imran verse 191.