

**STUDENTS' PERCEPTIONS ABOUT TEACHERS' TEACHING STYLES
IN ENGLISH CLASSROOM**

A Thesis

Submitted as Partial Fulfillment of the Requirements for Getting *Sarjana
Pendidikan* Degree of English Language Education Study Program



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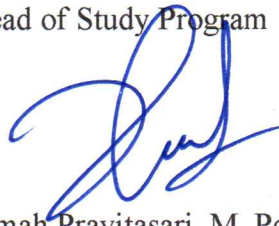
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STATEMENT OF WORK'S ORIGINALITY

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

Rangkasbitung, 24 December 2024

The Writer,



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MOTTO

Other people will not be able to understand our struggles and difficult times, all they want to know is the success stories, fight for yourself even if no one applauds, someday our future self will be proud of what we strive for today.

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. Allah SWT who has given me health and grace so that I can complete this thesis proposal well
2. My beloved parent My father (alm. Muhammad Syafei), and my mother (Irmah), thank you for your advice, love, prayers, support, and always encourage me in completing my study. Also, for my brother (Iip Agung Gumelar) who always encourages me when I feel tired with the situation.
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This thesis is entitled "Students' Perceptions Teachers' Teaching Styles in English Classroom", hopefully this thesis proposal will make a positive contribution and can be used as a reference for readers. This thesis was prepared as one of the requirements to obtain a bachelor's degree in English education, Faculty of Teacher Training and Education.

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STUDENTS' PERCEPTIONS ABOUT TEACHERS' TEACHING STYLES IN ENGLISH CLASSROOM

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ABSTRACT

This study investigated students' perceptions of teachers' teaching styles in language classes at a vocational high school in Indonesia. The purpose of this research was to explore how students perceive and respond to different teaching styles used by English teachers. This study used a qualitative research method with a case study design. The research data were collected through semi-structured interview and observation. Participants in this study consisted of 10th, 11th and 12th grade vocational students, consisting of 3 female students and 3 male students. The data were analyzed using a three-step analysis process by Miles, Huberman & Saldana (2014). The research data were grouped and analyzed based on aspects of students' perceptions of teachers' teaching styles, including non-visual senses and multimodality. Teachers' teaching styles are perceived by students in a variety of ways, including delegator, demonstrator, formal authority, classical expert, and facilitator. The results showed that most students felt and experienced that they understood the material with demonstrator and facilitator teaching styles because these teaching styles increased students' engagement and understanding of the taught material. The dominant students' perception of the teachers' teaching style was multimodal because it refers to the demonstrator and facilitator teaching styles. In this perception, students had the ability to understand and combine information from different senses such as vision, hearing, and movement. Therefore, some students argued that learning through group discussion and question-answer methods made students understand the material better. However, some students said that the monotonous teaching style was not effective and wanted teachers to use more varied teaching methods. Based on the results of this study, it is suggested that English teachers can use more varied teaching styles by combining teaching techniques, teaching methods, and teaching materials that are interesting and in line with the needs of students.

Keywords; Students' Perceptions, Teachers' Teaching Styles, English Classroom

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teachers are professional educators who educate, teach knowledge, guide, and train, assess and evaluate students. Teachers are the second parents for students at school. As role models for students at school, teachers must have qualified teaching skills (Atma et al., 2021). The role of teachers is very important in creating the next generation of quality, both intellectually and morally. As a teacher, they are expected to have a good attitude in the teaching and learning process (Dewi et al., 2021). The main task of a teacher is to train all students to achieve the standards of English competencies that students must master. Their job is not only to teach, but their teaching style is a reflection of their actions and the environment they create in the classroom (Inayat & Ali, 2020). Therefore, a teacher must understand the different types of teaching styles in order to facilitate students well. In the English classroom, teachers often use a variety of teaching styles to effectively engage students in the learning process. Teaching style refers to a set of strategies and techniques used by teachers to create a learning environment that suits students' needs. Teacher's teaching style is an important factor that affects the level of students' engagement in learning (Karim et al., 2023). An effective teacher's teaching style will help students understand the material being learned.

Teachers' teaching styles differ from one level to another, especially in senior high schools and vocational schools. In senior high schools, teachers focus more on mastering academic aspects, including speaking, writing, and listening

skills in English. According to Souisa & Yanuarius (2020) secondary school teachers usually often use the lecture method with a grammar strategy approach in teaching. The existence of this method makes teachers give verbal explanations to students using simple language so that it will be easily understood by the students. In this method, teachers usually instruct students to conduct group discussions to summarize after the teacher explains the material, because this can help test students' understanding and strengthen their knowledge. Not only that, the teacher will also give questions related to the material and ask students to answer them, this will help activate students' critical thinking and ensure better understanding. This teaching method is one of the learning strategies often used in secondary schools (Souisa & Yanuarius, 2020). Meanwhile, English teachers in vocational schools have a variety of different teaching styles depending on the approaches and methods used by the teacher. Vocational schools necessitate the utilization of English materials customized to meet the distinct requirements of the students as indicated (Abidah et al., 2023). In such educational settings, there exists a variety of key subject areas, underscoring the significance of educators adjusting the educational material to align with the students' specific majors. English instructors in vocational school amply practical strategies and frequently furnish procedural texts as part of the English curriculum. Usually, in this material the teacher instructs students in different majors to practice, such as nursing, computer and network engineering. The English teacher will teach materials related to the students' field work to practice according to the students' major. Thus, the difference between the teaching styles of teachers in senior high school and vocational schools is that in senior high school, teachers tend to use more interactive methods such as group discussions, projects, and assignments. In vocational schools, teachers emphasize more on skill teaching style, which focuses more on practical application.

The teaching style of secondary school English teachers introduces many new grammar concepts and vocabulary and encourages students to speak, work together, and demonstrate their language skills; with this teaching style students will not feel bored in the classroom. Besides being able to prevent students from feeling bored when learning, it can also generate motivation and improve learning achievement (Atma et al., 2021). Therefore, by using a certain teaching approach, a teacher can facilitate the students' understanding of the subject being taught in class. The teacher's teaching style plays an important role in influencing the level of student engagement in classroom learning (Karim et al., 2023). Thus, different teaching style methods can be used by teachers to facilitate understanding and motivate students to learn in the classroom.

There are many differences between the teaching styles of teachers in some countries, especially at the secondary level. Abroad, teaching methods are often more interactive through the use of technology and a hands-on approach. Some schools in various countries such as Korea, the teaching style of English learning uses a grammar-centered approach. English teachers in Korea teach English in a more communicative way and hold grammar exams for admission to the national universities that the students want to join. According to Jeffery (2021), students in Korean high school will focus on understanding grammar and vocabulary with this teaching method. According to Othman et al. (2022) investigated the teaching styles of English teachers in Malaysia who used cognitive and met cognitive strategies. In this study, the teachers used these strategies to break down long texts into smaller parts to facilitate students' understanding, and also involved thinking about how to learn comprehension in students' learning process. These strategies help learners to

overcome difficulties and strengthen students' understanding of learning, and help learners to become more independent and effective in learning. Van Vu & Peters (2021) stated that English learning and teaching in Vietnam aims to improve the foreign language proficiency of high school graduates in Vietnam. Therefore, English teachers in Vietnam use a strategic approach to teach vocabulary only. Thus, many teachers in Vietnam tend to focus on the relationship between word form and meaning. According to Philominraj et al. (2021), the teaching strategies are used by teachers in Chile are cognitive approach, natural approach and communicative approach. These teaching strategies are designed to increase students' motivation and learning, therefore, educators in Chile must be aware of the many teaching philosophies and select the one that best meets the needs of their students. Therefore, by mastering English, Chilean students can participate more actively in the learning process, broaden their horizons and prepare themselves for the future. In Indonesia, English is taught or studied in all schools from elementary school to high school levels. The teaching style of teachers in Indonesia still adheres to the spoon-feeding system where the teacher is the only source of knowledge. According to Marta & Suryasa (2020), the teaching methods of vocational school English classes in Indonesia use the grammar-translation method (GTM), direct, and audio-lingual method. Students in Indonesia still have difficulties in English grammar and English speaking. Therefore, they still need to be taught with basic teaching techniques.

Based on the various phenomena of English teachers' teaching styles at secondary schools in different countries, this research focused on English teachers' teaching styles at an Indonesian vocational school. Some information on the effects of the English teacher's teaching styles was discovered through preliminary interviews with a number of vocational students. The students explained that in the vocational school, their English teacher rarely gave exercises in every class and often only taught English materials that caused students' lack of grammatical understanding. Moreover, the English teacher did not pay much attention to the students' English vocabulary improvement which caused misunderstandings about using English vocabulary for specific purposes. For example, in the engineering department, the teacher instructs the students to use English to install bolts with a screwdriver, but the students are often confused by what the teacher is instructing because the students have not memorized the vocabulary. In addition, the students often make listening mistakes during exams, such as when the word "blank" sounds "black" in their ears. Because the English teacher in vocational schools rarely uses audio learning resources or video tutorials on YouTube in English, students are not trained to listen to sounds in good and correct English. Furthermore, the students often make pronunciation mistakes during oral exams because the English teacher in vocational high schools rarely conducts interactive dialogues, which results in students lacking fluency in English pronunciation. In conclusion, the English teachers teach only using traditional methods and fewer practices. In order to improve students' English skills in a vocational school context, it is interesting to

research this issue further. In this study, the researcher will investigate the students' perceptions of teachers' teaching styles in English classes.

Based on several studies the research had read, the current study had similarities with previous studies in that it used qualitative methods and also had participants at the secondary school level. However, there were also differences, namely there were studies that examined students' perceptions of good teachers in English classes. Meanwhile, there were also studies that examined students' perceptions of teachers' strategies and focused only on reading skills, while the current study focused more on students' perceptions of teachers' teaching styles in English classes in the context of vocational high schools because, in the context of vocational high schools, understanding students' perceptions of English teachers' teaching styles was highly relevant to improving language teaching practices and ensuring their suitability for students' future needs.

1.2 Identification of the Problem

Based on the research background above, the researcher identified several problems as follows:

1. The students have difficulty memorizing grammar during practice, because the English teacher rarely practices in every class and often only discusses material without any exercises.
2. The students often make listening mistakes during exams because the English teacher in vocational schools rarely use audio learning resources or

video tutorials on YouTube in English. Therefore, the students are not trained to listen to sounds in good and correct English.

3. The students often make pronunciation mistakes in oral exams because the English teacher in vocational schools rarely practice interactive dialogues, which results in students' lack of fluency in English pronunciation.

1.3 Limitation of the Problem

Based on the identification of these problems, in order not to expand, the research problem was limited to the students' perceptions of teachers' teaching styles in the English classroom.

1.4 Formulation of the Problem

Based on the limitation of the problems, the problems that were identified in this study were. How do students perceive the teachers' teaching style in English classroom?

1.5 The Objectives of the Study

The objective of the study was to analyze students' perceptions of the teachers' teaching style in the English classroom.

1.6 Significance of the Study

The purpose of this study was to explore our understanding of how students' perceptions of teachers' teaching styles in the English classroom. This research was useful for 3 aspects, namely:

1. English Teachers

With this research, English teachers improved the effectiveness of classroom teaching, which made teachers understand how students responded to teaching styles, and teachers adjusted their teaching styles to be more effective in transferring knowledge. This helped students to understand the material more easily, and students got better results in learning English in class.

2. Vocational Students

With this research, vocational students knew how to improve social and communication skills, where this research involved teacher and student interaction, so it made students more enthusiastic about participating in learning.

3. Future Researchers

This study was expected to be an important reference for future researchers, with the hope that future researchers could enrich the understanding of how teachers understood and responded to students' perceptions of their teaching style and how this affected their future teaching strategies. This research was limited to the study of English teachers' teaching styles, and future researchers could develop the study of English teachers' teaching methods.

CHAPTER II

LITERATURE REVIEW

2.1 Students' Perception

Students' perceptions were critical in assessing teaching style when teachers used appropriate learning strategies. Teachers could improve their teaching methods based on student feedback. If students feel interested or uninterested in a method, teachers can change the learning method. According to Maneba et al. (2023), students' perception of teachers' level of teaching competence had a positive impact on their level of motivation in teaching and learning activities, because when students felt that teachers had good skills and knowledge, they tended to be more motivated to actively participate in the learning process. According to Rollett et al. (2021), students' perceptions of teachers and student behaviors have become an important way to capture what happens in the classroom as these perceptions can affect students' motivation to learn, their engagement in the classroom, and overall learning outcomes. For example, if students perceived their teachers as competent and caring, they were likely to be more motivated and engaged in the learning process. Conversely, if students perceived their teachers as incompetent or uncaring, their motivation and engagement decreased.

Different student perceptions had the potential to enrich teachers' understanding of the nature of the information contained in the assessment, because knowing different student perceptions allowed teachers to understand how each student processed information and what they found important or interesting. According to Fish (2021) two considerations that are of particular importance to the

philosophy of perception are the following, namely epistemological and phenomenological. Epistemological perception involves the cognitive processes we use to interpret the information we receive through our senses. For example, how we understand abstract concepts or solve problems based on the information we receive. In the context of learning, epistemological cognition can be seen in how teachers present material and how students process information. For example, the use of discussion methods, experiments, or project-based learning. Furthermore, phenomenological perception focuses on how phenomena appear in our consciousness without bias or prejudice and focuses more on the subjective experience of individuals. In the context of learning, phenomenological perception looks at how students feel and experience the learning process, including their emotions and motivations.

By understanding these two types of perception, teachers can design learning strategies that are more effective and responsive to students' needs. For example, by combining a strong epistemological approach with attention to students' phenomenological experiences, teachers can create a more holistic and inclusive learning environment. According to Fish (2021) Philosophy of Perception can be divided into eight, they are:

1. Sense Datum Theory, are mind dependent objects, whose existence and nature are known directly to us in perception. These objects are unanalyzed experiences in the mind, which appear in advanced mental operations exactly as they are.

2. Representational and Intentional Theories, Representational Theory and Intentional Theory are two main approaches in the philosophy of perception that try to explain how we experience the world through perception. Representational Theory, also known as representation theory, argues that our perception of the world is through mental representations or images in our minds. Intentional Theory Intentional theory, often referred to as intentionality theory, focuses on the idea that all mental states, including perception, are about something or have "intentionality".
3. Adverbialism and Qualia Theory are two approaches in the philosophy of perception that try to explain the nature of our perceptual experience. Adverbialism is the view that perceptual experience should not be understood in relational terms. Qualia theory focuses on the phenomenal nature of perceptual experience, known as qualia. Qualia are subjective aspects of our experience, such as the "redness" of the color red or the "sweetness" of sweetness. This theory emphasizes that there are certain qualities of experience that cannot be fully explained by physical processes or representations.
4. Naïve Realism, also known as Direct Realism or Perceptual Realism, is a view in the philosophy of perception that states that we perceive the world directly as it is. According to this theory, the

objects we perceive through our senses are real objects in the external world, not mental representations or images in our minds.

5. Philosophy of Perception and Vision Science are two interrelated fields that explore how we experience and understand the world through our senses, especially vision. Philosophy of Perception focuses on the nature of perceptual experience and the status of perceptual data, as well as how they relate to beliefs or knowledge about the world.
6. Color is a visual perception produced by the way our eyes respond to various wavelengths of light. Color Vision is the ability to distinguish various wavelengths of light as different colors. It is mediated by photoreceptor cells in the retina known as cones.
7. Perception and the Non-visual Senses refer to how we perceive and understand the world through senses other than sight, such as hearing, smell, touch and taste. Perception often involves integrating information from multiple senses to provide a more complete picture of our environment.
8. Multimodality is a concept that refers to the use of different modes or channels of communication to convey information. In educational and research contexts, multimodality is often used to describe how different forms of representation (such as text, images, sound, and

movement) can be used together to create richer and more complex meanings.

The author concluded that perception in this study referred to the cognitive process by which individuals selected, organized, and interpreted information received through the five senses; this process also involved the selection, organization, and influence of previous experience and knowledge. The researcher selected the theory of perception and non-visual senses and multimodality from the eight theories of perception because these two theories were highly appropriate for the research's title which focused on how students perceived their teachers' teaching methods, which encompassed not only what was seen but also what was heard, felt, and experienced in its entirety. Studies revealed that our senses interacted with one another.

2.2 Teacher Teaching Style in English Classroom

The teacher's teaching style was a way or approach used by the teacher to teach the subject matter to the students. According to Arnas & Assiddiq (2020), it is important for educators to possess an engaging teaching style in order to effectively involve students in the learning process. Such a teaching approach enhanced the effectiveness and enjoyment of learning for students. Effective teachers developed their own distinctive teaching styles that contributed to their success in education. These styles were not solely defined by specific methods or techniques but also by the teachers' ability to adjust their strategies to accommodate students' needs and cultivate a supportive learning atmosphere. Therefore, it was imperative

for every educator to cultivate a unique teaching style that would facilitate the creation of an effective and enjoyable learning environment for students in the future, which would also be very helpful in creating an effective and enjoyable learning environment for students later. Since every teacher inevitably brings their own unique perspective to the classroom, which is influenced by their beliefs about education, personal experiences, and the particular needs of students. According to Rahman & Yuzar (2020) viewed teaching style as a selective pattern of beliefs and needs that teachers can demonstrate and execute during the learning process in the classroom. A good teacher is one who can effectively plan or oversee the classroom and inspire students to take an active role in their education. This is due to the fact that skilled educators are able to establish a structured and comfortable learning environment. They established clear guidelines, efficiently used their time, and made sure every student had a chance to engage, all of which helped the instructor establish a good rapport with the class.

The teacher's teaching style reflected personality, attitude. Therefore, the method chosen by the teacher had to facilitate the teaching and learning process. There are several aspects of teaching style from Grasha in Dash et al. (2020) explained that there are five teacher teaching styles, namely (1) Classic expert teaching style teachers are knowledgeable and experts in their field by providing information to students, (2) Formal authority the teacher acts as a manager who emphasizes acceptable and strict rules, (3) Demonstrator the teacher acts as a role model and encourages students to use an approach that is considered effective. (4)

Facilitator The teacher guides and encourages students to use an approach that the teacher believes is effective. (5). Delegator The teacher values student autonomy, expects students to work independently, and provides assistance only when requested.

In general, teachers' teaching styles aimed to make it easier for students to receive the subject matter, overcome boredom, and increase students' interest in learning. In vocational high schools, each subject teacher has a different teaching style, especially English teachers, language teachers need access to their students' vocational subject content to coordinate teaching (Skarpaas & Rødnes, 2022). This allowed teachers to focus on the specific skills needed in the students' vocational field. For example, students majoring in accounting needed to practice writing financial statements or communicating with clients in English. According to Skarpaas & Rødnes (2022), English teachers in vocational programs should consider the vocational aspects of their students' educational choices, so it is necessary for English teachers in vocational high schools to use an approach with learning materials relevant to the students' majors. For example, for students majoring in mechanical engineering, teachers can use texts or dialogues related to machines, equipment, and technical procedures. With this approach, English teachers can help vocational high school students not only master English, but also be ready to use the language skills in their future careers.

The author concluded that teachers' teaching styles in the classroom in this study played an important role in shaping students' learning experiences, so

teachers' teaching styles could overcome student boredom and ensure students continued to show perseverance, enthusiasm, and full participation in the learning process. Because in the classroom context, teachers' teaching styles varied and could influence students' learning experiences later.

2.3 Vocational English Classroom

Vocational high school was a secondary education level that focused on vocational education. In vocational high schools, students were provided with more practical and focused education and training according to the needs of the world of work, where there were several specific majors for students to choose from, such as mechanical engineering, accounting, etc. According to Abidah et al. (2023), teaching English in vocational schools requires the use of English materials that are tailored to the specific needs of the students. Because the teachers provide more specific material based on each student's major. Vocational high school students are more motivated and ready to face the world of work with good English skills. The development of teaching materials in Vocational High Schools (VHS) is very important to improve the quality of language teaching (Abidah et al., 2023). Well-designed teaching materials helped students develop language skills that were specific to their vocational fields, such as banking and professional communication majors. Therefore, teachers created teaching materials that were interesting and relevant, which increased students' motivation to learn because they saw the direct benefits of what they were learning.

The English curriculum in vocational high schools often used the English for Specific Purposes (ESP) approach, which adapted learning materials to the needs of specific industries. Basically, the English curriculum in vocational high schools was structured to reflect the needs of the labor market for students. According to Sari et al. (2021), the characteristics of the implementation of the learning process in vocational high schools are slightly different from those of senior high schools, vocational high schools prioritize work, so teachers must be able to develop learning models that can produce aspects of employability. Therefore, vocational students are expected to have the ability to communicate in interpersonal, transactional, and functional texts, both orally and in writing, so that students can help improve the competency standards of graduates later.

The author concluded that learning in vocational high schools is specifically designed to prepare students to learn practical skills that are relevant to the world of work. For example, mechanical engineering students not only learn from textbooks, but also actively participate in designing and assembling real machines. Thus, learning in vocational high schools focuses more on hands-on learning to help students understand and master practical skills relevant to real-world work.

2.4 Review of Relevant Studies

In this study, researchers found several previous studies that were relevant to this study. The first study by Dewi et al. (2020) the title of the study *“Determined the Student’s Perceptions of English Teachers’ Teaching Styles and how their perceptions affect their motivation to learn English”*. The aim of this study was to

understand students' perceptions of English teachers' teaching styles how their perceptions affect students' learning motivation in English lessons. The participants of this study were high school students. This study used qualitative methods using a survey design with a questionnaire as the instrument. The data was verified using an interview method. The analysis method use in this research is descriptive design. The result is that students have a fairly good perception of English teachers' teaching style. In addition, the results showed that students are interested in learning English when English teachers call students by their nicknames, use vocabulary that is easy for students to understand, give clear explanations and master the material, give clear instructions, show how to pronounce words, give assignments to students, ask students to find learning resources independently, explain the material not only title aims method result by speaking, ask students to discuss.

The second study by Setiawan (2020) examined students' perceptions of English teachers. The title of the study is “*Student’s Perceptions of the Teacher’s Learning Methods when learning takes place, and the Effective learning process with the student learning outcomes obtained*”. In this study, there were 4 participants where one respondent was an English teacher and 3 other participants were students. This study used qualitative methods the researcher conducted interviews with each participant. In this case, the teacher can find out the methods used in the learning process and students can find out the teacher's performance in the learning process. The analysis method used in this research is descriptive design. This research findings showed that the teacher's performance in learning

English is good, where the teacher can apply student learning motivation, learning models, classroom management, use of facilities and student experience well.

The third study by Hirsh & Segolsson (2021) the title of the study *“Investigated Student Perceptions of what characterizes Excellent Teachers and their Teaching Auctions”*. This study aims to increase knowledge about successful teaching and teachers. The research is based on 20 focus group interviews with 102 students aged 16-18 in ten Swedish cities. Qualitative method was used in the study. Based on inductive qualitative content analysis at the level of real data, eight aspects characterize excellent teachers and teaching from the students' point of view. It is concluded that teaching that is perceived by students as leading to the development of knowledge and well-being is characterized by aspects that can be understood in different ways as relational, i.e. revealed through participatory communication in the interactions and exchanges that make up the learning space between teacher and student.

The fourth study by Fierro et al. (2021) the title of the study *“Analyzed High School Students' Perceptions about Good Teachers: A case study in Chile”*. This study aims to analyze the perceptions of high school students about the characteristics of good teachers. Participants in this study focused on students from the 1st, 2nd, and 3rd grades of secondary education. Data were collected through in-depth interviews conducted with high school students from a public high school in Talca Province, Maule Region, Chile. Using qualitative methods, this research consists of three data analyses: data condensation, data presentation, and

conclusion elaboration or verification. The results of this study showed the relevance of teachers' handling of discipline content as well as the pedagogical domain of teaching. On the other hand, this study shows that a good teacher is one who motivates students to learn and shows an understanding attitude towards their learning, and creates strong affective-emotional bonds that go beyond the classroom and connect with their lives.

The fifth study by Zahro et al. (2023) the title of the study "*Analyzed Student's' Perceptions of Teacher Strategies and Focuses only on Reading Skills*". The aims of this study were to evaluate and understand students' perception of various teaching strategies used by teachers in teaching reading at SMAI MU Jatihuri. The participants in this study were students of grade XI of SMAI MU Jatiurip. This study used qualitative methods, this study used interviews, observation and documentation to obtain data. The results showed that students' perceptions of teachers' strategies in teaching reading at SMAI MU Jatihurip were positive with all reading teaching strategies. They use predicting, questioning, generating and answering, role-playing, and pair thinking except summarizing because they feel bored while learning the reading material when the teacher uses summarizing strategy. Most students prefer the role-playing approach because students understand the lesson faster when using the role-playing method.

Study by Carter et al., (2023) the title of the study "*Explored Student's Perceptions of Teaching Quality in Rwandan Secondary Education*". The aim of this study was to improve the quality of teaching in secondary schools in Rwanda.

Participants in the study included 419 students in 12 schools in six districts in Rwanda, and the study comprehensively explored what they valued in a "good" teacher. Data were collected from 75 group discussions involving 419 students in 12 schools across six districts in Rwanda. Using qualitative methods, thematic analysis revealed an understanding of a 'good' teacher from multiple dimensions. Students emphasized the importance of teacher dispositions and responsible behavior. The teacher-student relationship was also highly valued, as was holistic learning that included positive values and was cognitively and affectively influenced. The results of this study have important implications for teacher professional development and policy in response to contextual preferences.

Among the aforementioned studies, the current study shares similarities with previous research in terms of utilizing qualitative methods and involving high school-level participants. Specifically, this study aligns with Setiawan (2020), Hirsh & Segolsson (2021), Fierro et al. (2021), Zahro et al. (2023) by employing the interview method for data collection. Additionally, similarities exist with (Dewi et al., 2020), regarding the exploration of students' perceptions of English teacher teaching style. On the other hand, Hirsh & Segolsson (2021), Fierro et al. (2021) and Carter et al. (2023) focused on student's perception of effective teacher in English classes, while Zahro et al. (2023) examined students' perceptions of teachers' strategies and focused only on reading skills. In contrast, the current study delves into student's perception of teacher teaching style in an English classroom within a vocational high school setting.

2.5 Theoretical Framework

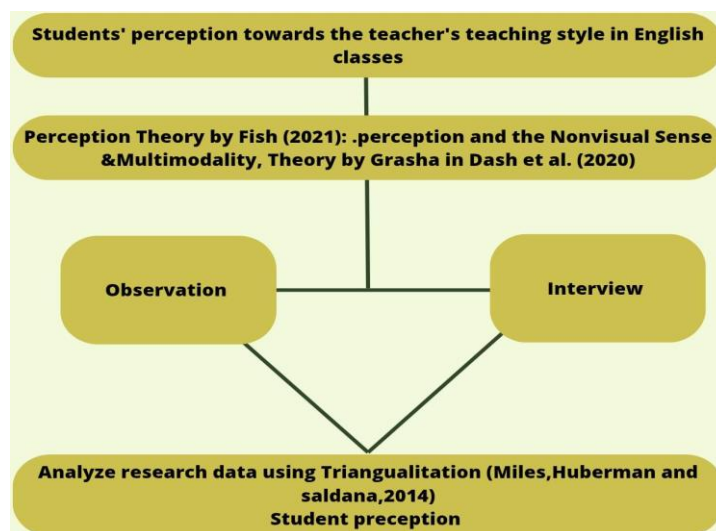


Figure 2.1. Theoretical Framework of the Study

Starting with the research issue: Students' perceptions of teachers' teaching styles in English classes. This study examines students' perceptions of teachers' teaching styles in the classroom to find out how different teaching methods affect students' comprehension, engagement, and motivation to learn. Using qualitative research methods, data was collected through semi-structured interviews and observations. Semi-structured interviews are designed to elicit in-depth and detailed information from participants who have personal experiences, perceptions, and beliefs about the topic under study. Observation in research is used to collect data directly from the environment or subject under study. This method allows researchers to observe and record behaviors, interactions, and events that occur naturally in the actual context. Data from interviews and Observation are analyzed based Fish (2021) and Grasha in Dash et al. (2020) theories of perception. Fish (2021) theory is non-visual and multimodal, meanwhile Grasha in Dash et al.

(2020) theory is classic expert teaching style, formal authority, demonstrator facilitator, and delegator. In this study, the three-stage analysis model of Miles, Huberman & Saldana (2014) was used to analyze the research data. This analysis model consists of three streams of activities that occur simultaneously, namely data condensation, data display, and inference or data verification.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research aimed to find the answers to the formulated problems. The problem could be seen in the teaching style of teachers in English classes because teachers had to combine different teaching strategies in the classroom in order to create enjoyable learning for students. The researcher tried to investigate how the students perceived the teachers' teaching style in English class. To solve the problem, the researcher used a qualitative design. According Muzari et al. (2022), qualitative research is about understanding life experiences in depth with reference to social and cultural deposits, so this method allowed researchers to explore the meaning of complex phenomena that could not be measured by numbers. This research focused on investigating students' perceptions of teachers' teaching styles in a vocational high school. The researcher needed a research methodology suitable for this research, which was a case study. According to Yoon & Cha (2020) the qualitative case study method is a research approach that explores complex phenomena in context using multiple data sources. Therefore, the researcher conducted a case study of the perceptions, experiences, and feelings of students as they learned in the English language classroom.

3.2 Setting and Participants

This research was conducted at a private vocational high school in Indonesia for two reasons. First, the author was able to gain access to this school to conduct the research. Second, the English teacher at the vocational high school still used lecture media in the learning process, especially in practical learning. The study involved mixed vocational school students from grades 10, 11 and 12, with two representatives from each grade, totaling 6 students, consisting of 3 males and 3 females. The researcher had to employ purposive sampling to obtain samples from the population. According to Miles, et al. (2014), purposive sampling is an important technique in qualitative research that focuses on selecting information rich cases to analyze in depth. Purposive sampling target individuals or groups with certain characteristics that are particularly relevant to the phenomenon being studied. The researcher asked permission from the teacher to use these students as participants in this study. The age of the participants ranged from 15 to 17 years old. For ethical purposes, pseudonyms were used in this article. Respondents were free not to disclose information that they did not want to share. They also had the opportunity to refuse to answer questions that they felt uncomfortable answering.

3.3 Data Collection Techniques

In qualitative research, the researcher needed a lot of deeper and more in-depth information about a case that the researcher wanted to know. In this study, the data collection techniques used by the researcher were observation and interviews.

3.3.1 Observation

The data collection tool used in this research was observation. Observation was one of the data collection methods that was carried out by observing or checking carefully and directly at the research site. According to Taherdosh (2021) observation was an appropriate technique for evaluating classroom teaching methods, in which data was collected by observing events and behaviors. The observation method also had some advantages and disadvantages. Its advantages were as follows: (1) collection of direct information; (2) participation of evaluators in a natural setting; (3) flexible and natural atmosphere; (4) free from bias; (5) generalizable because a large sample could be covered in the study; (6) reliable data and high precision could be achieved. The difficulties were: (1) it could be time-consuming and uneconomical, (2) observer training was effective, (3) observers could be selective and distort data, (4) sometimes these data were unreliable due to misrepresentation of qualitative data measurements. After making observations, the researcher first analyzed the data obtained, because by analyzing the data, the researcher could draw conclusions that were more accurate and relevant. This was important to provide clear answers to the research questions.

3.3.2 Interview

An interview was a data collection method that involved a conversation between an interviewer and an interviewee to obtain certain

information or data. According to Taherdoost (2021), during interviews, inquiries were made and information was gathered from the responses provided. Consequently, this methodology enabled researchers to acquire comprehensive and detailed insights into the subject under investigation. According to Taherdoost (2021) there were different types of interviews, namely: (1) structured interview: In this type of interview, the interviewee faced a standard set of questions that had been prepared in advance of the interview session. The answers that could be given were limited, and respondents might have been asked only a few open-ended questions. (2) Semi-structured interviews: Semi-structured interviews were formal and conducted according to guidelines. The interviewer asked questions with the guidelines in mind; however, if the researcher or interviewer needed additional information, he or she could continue the conversation based on pre-set questions. (3) Unstructured interview: An unstructured interview was an informal interview method without using a specific structure. In this type, there was a guide, and they just had a casual conversation. The interviewer collected data with short notes and tried to memorize the answers. The researcher chose semi-structured interviews. Semi-structured interviews were an interview method that combined elements of both structured and unstructured interviews. In these interviews, the interviewer used an interview guide as a reference but was not rigidly bound to the order or wording of the questions. For example, if the researcher or interviewer

needed additional information, he or she could continue the interview based on the questions previously asked. According to Taherdoost (2021) there were two types of interviews, namely face-to-face interviews and telephone interviews. The researcher conducted face-to-face interviews with the respondents. The researcher conducted interview sessions with the participants by asking their perceptions about the teacher's teaching style in English class. The researcher interviewed the participants by using a Smartphone to record the discussion between the researcher and the six participants. In addition, the collected data was transcribed from speech to written words.

3.4 Data Analysis Technique

In this study, the researchers used data analysis at the beginning of data collection. According to Miles, Huberman and Saldana (2014) the analysis process in research was carried out in four stages, namely data collection, data reduction, data display, and drawing conclusions. The techniques used in data analysis could be visualized as follows:

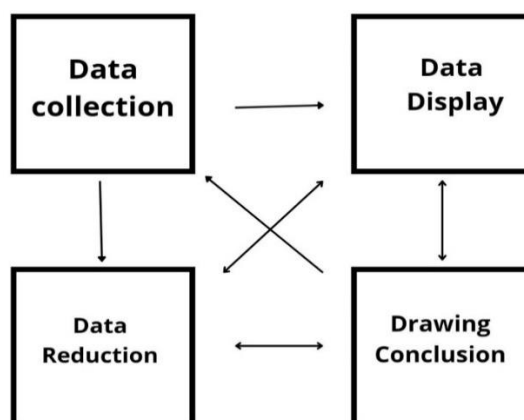


Figure 3.1 Model of Data Analysis by Miles, Huberman and Saldana (2014)

3.4.1 Data Reduction

Data reduction was the process of simplifying or reducing the complexity of data. The goal was to make the data easier to manage and analyze and to improve the efficiency and quality of the data. According to Miles, Huberman, and Saldana (2014), data reduction was used for analysis that sharpened, classified, directed, and discarded what was not important, and organized data to make it easier for researchers to draw conclusions. In this way, data reduction helped to optimize storage, speed up the processing process, and improve the quality of data analysis.

3.4.2 Data Display

Data display was used to combine information. Therefore, that it could describe the situation that occurred. In this case, to ensure that researchers did not have difficulties in mastering the information both as a whole and in certain parts of the research results, researchers had to make narratives, matrices, or graphs to facilitate the mastery of the information or data. This allowed the researcher to stay on top of the data and not get lost in the inferences of the information, which could be boring.

3.4.3 Drawing Conclusion

Drawing conclusions was the process of making decisions or drawing conclusions based on the data and information that had been collected. In an educational context, particularly in the teaching of English in vocational schools, the goal was to review all the data and findings that had been

collected during the learning process. Conclusions were drawn throughout the research process, as well as during the data reduction process; once sufficient data had been collected, tentative conclusions were drawn; and once the data was complete, final conclusions were drawn.

3.5 Trustworthiness

Trustworthiness in qualitative research is the belief that research findings are reliable and valid. According to Stahl & King (2020), trustworthiness in research is one of the shared realities, albeit subjective, where readers and writers can find common ground in their constructive process. Therefore, it is important to ensure that the research process is conducted in a transparent and systematic way to achieve high validity of the results. According to Miles, Huberman & Saldana (2014) trustworthiness criteria include credibility, transferability, dependability, and confirmability. Thus, both writers and readers have a role in building this trust through a constructive process. In this study, the researchers used three criteria to ensure credibility, transferability, and confirmability.

3.5.1 Credibility

Credibility in qualitative research was a matter that concerned the truth of the findings and the extent to which the findings reflected the reality of the phenomenon under study. According to Nassaji (2020), credibility in qualitative research was related to the extent to which research findings and conclusions could be trusted. This meant that credibility in qualitative research meant that the research could be trusted and considered valid.

According to Miles, Huberman & Saldana (2014), credibility can be achieved through techniques such as data triangulation, member checking, and constant analysis of the data collected. Thus, the researcher must ensure that all steps of the research are carried out thoroughly and accurately to guarantee the validity and reliability of the findings. To achieve this, the researcher had to ensure that his or her understanding of the research participants, context, and process was as accurate and complete as possible. In doing so, the researcher used member checking, which involved participants in the process of verifying the research findings to ensure that the researcher's interpretation was consistent with their experience.

3.5.2 Transferability

Transferability in qualitative research referred to the extent to which research findings could be applied or generalized to other contexts or situations. According to Nassaji (2020), transferability asserted that research should be reported carefully so that other readers could reach the same conclusions when they reviewed the same data. According to Miles, Huberman & Saldana (2014) transferability is achieved when research findings can be applied or generalized to other similar settings or contexts. In addition, the researcher enabled other readers to assess whether the findings could be applied to their own contexts to ensure that the results of the study could be interpreted and used more widely. This allowed

researchers to use thick description to provide a detailed description of the research context, participants, and data collection process.

3.5.3 Conformability

In qualitative research, conformability referred to the degree to which research findings could be confirmed or verified by others. This ensured that research findings were not influenced by researcher bias and truly reflected the data collected. According to Nassaji (2020), conformability in qualitative research could be built by describing data and findings in such a way that their accuracy could be confirmed by others. By describing data and findings clearly and in detail, researchers could ensure that the results of their research could be verified by others, thereby increasing the reliability and validity of the research. According to Miles, Huberman & Saldana (2014), confirmability focuses on the extent to which research results can be accepted in a consistent manner and can be replicated by other researchers while confirmability relates to the objectivity of the data collected. Therefore, careful and transparent documentation is key to achieve high validity in research. This allowed the researcher to use an audit trail in which the researcher documented in detail the process of data collection, data analysis, and data interpretation. This included noting unique and interesting themes during data collection, thoughts about coding, reasons for combining codes, and explanations of the meaning of emerging themes.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the research results are presented. This chapter is divided into two main parts, namely research findings and research discussion. The research findings presented the results of students' perceptions of teachers' teaching styles in English classes. The discussion deals with the interpretation of the findings reported in this study. The research findings section includes detailed accounts of how different teaching styles, such as the demonstrator and facilitator methods, impacted student engagement and comprehension. Each teaching style's effectiveness is evaluated based on student feedback and academic performance. The discussion section then delves into the implications of these findings, analyzing how varying teaching methods can enhance or hinder the learning experience. Additionally, it offers recommendations for educators on how to balance these styles to achieve optimal educational outcomes.

4.1 Research Finding

The results of the data analysis were presented in this section. Data was collected using two instruments, namely observation and interviews, to obtain more accurate and valid data. Observations were made during the lessons to find out the teacher's teaching style in the English class. In addition to conducting classroom observations, this study also confirmed the data through interviews. In analyzing the data obtained from the observation interviews, the researcher followed the framework of Fish (2021) and Grasha in Dash et al. (2020). The framework of Fish (2021) showed that a person's perception was influenced by non-visual senses and

multimodality. In the context of the English classroom, students' perceptions of the teacher's teaching style could be influenced by non-visual senses, such as hearing the intonation of the teacher's voice, the clarity of explanations, and a comfortable classroom environment. Multimodality included vision, the use of visual aids, teacher gestures, and the integration of different senses that influenced how students took in the information. Grasha in Dash et al. Framework (2020) identified five teaching styles that influenced how teachers taught in the English classroom. First, Classical Expert Teaching, example the teacher as an expert with in-depth knowledge, which increased students' credibility and trust. Second, Formal Authority, where the teacher was the primary authority who provided structure and discipline in the classroom. Third, Demonstrator, where the teacher acted as the primary role model who helped students understand the material through demonstrations and concrete examples. Fourth, Facilitator, where the teacher served as a guide who encouraged students' active participation and independent learning. Finally, Delegator, where the teacher delegated tasks and responsibilities to students, increasing their sense of responsibility and independence. To integrate these two frameworks, we could see how Fish's (2021) non-visual and multimodal senses influenced students' perceptions of the teaching styles identified by Grasha in Dash (2020). For example, Classical Expert Teaching and non-visual senses, such as hearing the teacher's detailed explanations and seeing the use of visual aids, reinforced students' perceptions of the teacher's knowledge. In the case of Formal Authority, the teacher's voice intonation and body language were part of

multimodality, reinforcing the formal authority and structure in the classroom. For Demonstrators, visual demonstrations and concrete examples fell into multimodality, helping students better understand the material. As for Facilitator, the use of various audio and visual teaching methods supported the teacher's role in encouraging active participation. Lastly, Delegator involved the integration of different senses (hearing for verbal instructions, vision for written assignments) within multimodality, supporting students' independence in completing delegated tasks. By integrating these two frameworks, we could better understand how different aspects of perceptions and teaching styles interacted to influence students' learning experiences in the English classroom.

In addition, 6 students were selected to be asked about their perceptions of the teacher's teaching style in the English class. The results showed that most students felt and experienced that they understand the teaching style material used with the demonstrator and facilitator teaching styles because these teaching styles increased student engagement and understanding of the material taught. Students' perceptions of teachers' teaching styles include several types, namely: classical expert, formal authority, demonstrator, facilitator, and delegator teaching styles. Moreover, the data revealed that the classical expert teaching style was perceived as authoritative and knowledge-centric, providing students with a strong foundation of information. The formal authority style was viewed as structured and disciplined, ensuring that students adhered to classroom norms and expectations. However, the demonstrator and facilitator styles were particularly favored because they actively

involved students in the learning process, promoting interaction and hands-on experiences. Lastly, the delegator style encouraged student independence, allowing them to take more control over their own learning and develop critical thinking skills.

The results showed that most students felt and experienced that they understood the material with demonstrator and facilitator teaching styles because these teaching styles increased students' engagement and understanding of the taught material. The dominant student perception of the teacher's teaching style is multimodality perception because it refers to the demonstrator and facilitator teaching styles, Perceptual multimodality is a method or approach used to measure, analyze, and understand a person's perception of something, such as learning experience (Fish,2020). in this perception, students have the ability to understand and combine information from different senses such as vision, hearing, and movement. Hence, the demonstrator teaching style utilizes this ability by using different learning methods and such as voice variations in explaining the material and practical demonstrations to help students understand the material. In addition, facilitators also support the use of multimodal perception to help students learn. Because the facilitator encourages students to learn through exploration, collaboration, and the use of different resources and methods, which involves multimodality in the teaching and learning process. Thus, some students argue that learning through group discussion and question and answer methods makes students understand the material better. Besides, there were also some students who

said that the monotonous teaching style was not effective and wanted teachers to use more varied teaching methods. Based on the results of this study, it is suggested that English teachers can use more varied teaching styles by combining teaching techniques, teaching methods, and teaching materials that are interesting and in accordance with the needs of students. Besides, most students said that monotonous teaching styles were ineffective and wanted teachers to use more varied teaching methods. Based on the results of this study, it is suggested that English teachers can use more varied teaching styles by combining teaching techniques, teaching methods, and teaching materials that are interesting and meet students' needs. In this material, the categorization and conclusions of the semi-structured interviews are shown below.

4.1.1 Non-visual Senses that Affect Student's Perception

The results showed that there is a visual sense that contributes greatly to students' perceptions and plays an important role in shaping those perceptions. In an educational environment, senses such as hearing, smell, taste, and touch greatly influence how students receive and understand information (Fish, 2021). For example, a clear voice from the teacher varied teaching styles, and an organized classroom help students focus more on the lesson and make the classroom more conducive to learning. Students expressed their feelings about their perceptions of teachers' teaching styles in English classes. The interview results showed that 6 students said that nonvisual sense affected their learning where the teacher mastered the

material taught, in addition 6 students also revealed that they felt bored with the monotonous teaching style, they argued that the teacher should use other methods. 6 students also said that the noise from outside affected the teacher's concentration in teaching English. For example, S1, S3, and S4 said this in the interviews:

*"In my opinion, **the English teacher explains the task a little bit clearly so that I can understand it**" (Interview S3/1)*

*"I am **more interested in other methods** where the learning method in vocational high school should be more practice rather than the teacher explaining the material, like my major is banking which should be more dialog practice, this way I will understand the material more easily" (Interview S4/2)*

*"Yes. Because the noise from outside the classroom makes it difficult **for the teacher to concentrate on explaining the material clearly, as a result I find it difficult to understand the material**" (Interview S1/3)*

Non visual sense perception in the classroom referred to the way students used senses other than vision to understand and respond to their learning environment. Non visual sense perception refers to the way it shows and understands the world through senses other than sight, such as hearing, smell, touch, and taste (Fish, 2021). These senses played an important role in shaping our experience and knowledge of the environment. For example, hearing was essential as students listened to teachers' explanations, participated in group discussions, and listened to educational audio. Sound could help students absorb information that might not have been apparent in written text.

Based on the above quote, it showed that the non-visual senses had a great influence on students' perceptions of teachers' teaching styles in English classes. The interview results showed that students tended to understand the teacher's instructions better when they were delivered clearly and felt more helped when the teacher used different learning methods. In addition, noise from outside the classroom also played an important role in affecting the teacher's concentration during the lesson. The following observations about the non-visual senses were made in the classroom.

Table 4.1 Table of Observation Non-visual Sense

Theory fish (2021)	Activity
Non-visual sense	The observation results showed that Non-Visual Sense was influenced by the teacher's teaching style in class because the researcher saw that the teacher demonstrated very deep and broad knowledge of the material being taught. However, the teacher explained the material with a monotonous method that made the students inactive in class. The researcher noticed that the noise from outside and inside the classroom disturbed the teacher's concentration when explaining the material. Additionally, the researcher observed a lack of enthusiasm on the teacher's face, which made the students less excited about learning. As a result, when the teacher explained the material about expressions of happiness, the explanation became less clear. For example, although the teacher said the phrase "I am happy today," her facial expression did not show the appropriate happiness. This hindered the students' ability to focus on the lesson and understand the material well.

The quoted words were used to represent the students' thoughts. These thoughts represented students' experiences and perceptions of the English classroom. Students' perceptions of teachers' teaching styles provided valuable insight into what worked and what needed improvement.

Teachers could use this feedback to adjust their teaching methods to be more effective.

4.1.2 Multimodality that Affects Student's Perception

In addition to the non-visual senses, there is also multimodality that influences students' perceptions of teachers' teaching styles in the English classroom. Perceptual multimodality is a method or approach used to measure, analyze, and understand a person's perception of something, such as a learning experience (Fish, 2021). The interview results show that 4 students admitted that the teacher's gesture has a great influence on the teaching and learning process, and 2 students admitted that the teacher's gesture has no influence on the learning process. 4 students also said that voice intonation affects students' concentration while learning and 2 other students admitted that voice intonation does not affect students' concentration while learning. In addition, 6 students also answered that the speed of the teacher's speech makes it difficult for students to understand the material being taught. In an educational context, perceptual multimodality is often used to evaluate how variations in teachers' voice and body gestures affect the classroom atmosphere and students' responses to certain teaching methods. The students reported their feelings about their perceptions of the teacher's teaching style in the English class. For example, S1 and S5 stated in interviews that

*"Yes, it has an effect, because the **teacher's use of gestures such as facial expressions, hand movements, and changes in teaching positions make the material more interesting**" (Interview S1/4)*

*"Influential because **the teacher uses different voice intonations and hand gestures to emphasize important points in the material being taught, which makes it easier for me to remember and understand the material**" (Interview S5/5)*

*"The teacher in my English class uses a tone change when the children are noisy, **a tone change that is more assertive attracts the students' attention and reduces the noise in the classroom**" (Interview S5/6)*

Multimodality was a concept that referred to the use of different modes or channels of communication to convey information. In educational and research contexts, multimodality was often used to describe how different forms of representation (such as text, images, sound, and movement) could be used together to create richer and more complex meanings (Fish, 2021). Therefore, this multimodal approach allowed students to understand the material from different perspectives and use different senses in the learning process.

From the above quote, it shows that multimodality affects students' perceptions of teachers' teaching styles in English classes. The interview results show that some students recognize that the teacher's body gestures are very influential in the teaching and learning process. The teacher's use of facial expressions, hand gestures, and changes in teaching position make the material more interesting. In addition, variations in the intonation of the teacher's voice also play an important role. By using different voice intonations and hand gestures to emphasize important points in the material

being taught, teachers in English classes also use voice changes when the class becomes noisy. A more assertive change in tone successfully attracts the attention of the students, thereby reducing the noise in the classroom. This combination of gestures and voice variations creates a more effective and conducive learning environment. In addition, students expressed their negative feelings about their perceptions of teachers' teaching styles in English classes. For example, S1 and S3 stated in the interview that:

*"The use of the English teachers' body gestures does not affect understanding in learning English, because **I think, what affects me more is the way of explanation**" (Interview S3/4)*

*"No effect because vocational high school students' are more focused on practical learning, because **only a combination of delivery and gestures makes the classroom atmosphere boring**" (Interview S3/5)*

*"I think that by changing the tone and speed of speech, learning is less effective and makes **me not understand the material being taught.**" (Interview S1/6)*

From the above quote, it can be seen that multimodality affects the students' perception of the teacher's teaching style in English class. The interview results showed that 4 students admitted that the teacher's body gestures had a great influence on the teaching and learning process, and 2 students admitted that the teacher's body gestures had no influence on the learning process. In addition, 2 students responded that the combination of teaching styles had no effect on their learning, stating that the teacher's explanations were what influenced their understanding. 4 students also claimed that the teacher's use of facial expressions, hand gestures, and

changes in teaching position influenced their understanding to make the subject matter more interesting. Finally, variations in the teacher's voice intonation, where all students said that the teacher's voice intonation plays an important role. In addition to using different voice intonations and hand gestures to emphasize key points in the material being taught, teachers in English classes also use voice changes when the class becomes noisy. Changing to a more assertive tone of voice attracts the attention of the students and thus reduces the noise in the classroom. This combination of gestures and voice variations creates a more effective and conducive learning environment. The following classroom is observations on the aspect of Multimodality

Table 4.2 Table of Observation Multimodality

Theory fish (2021)	Activity
Multimodality	Observations showed that teachers' gestures such as facial expressions, hand movements, and changing teaching positions made the material more interesting and helped students in the learning process. However, in some classes, it was observed that the use of body gestures by English teachers did not significantly affect learning concentration because the researcher noticed students chatting. Additionally, the researcher observed that the variation in the intonation of the teacher's voice was less influential because Vocational High School students should focus more on practical learning rather than just explanations. The researcher noted that changes in the tone and speed of the teacher's speech made teaching less effective, causing students to have difficulty understanding the material being taught. This perspective indicates that not all teaching methods involving gestures and voice variations are effective for all students.

The quoted words were used to represent the students' thoughts. These thoughts represented students' experiences and perceptions of the

English classroom. Students' perceptions of teachers' teaching styles provided valuable insight into what worked and what needed improvement. Teachers could use this feedback to adjust their teaching methods to be more effective. Data obtained from interviews and observations showed the presence of non-visual senses and multimodality. Non-visual senses affect students' perceptions through the sense of hearing, such as the explanations given by the teacher, making the learning process significant. Multimodality affected students' perceptions through the sense of sight, such as the combination of the teacher's gestures and voice in the classroom, helping students to understand the material better. This created a richer and more inclusive learning experience that not only helped students with different learning styles but also made learning more interesting and effective.

4.1.3. Classic Expert Teaching Style that Affects Student's Perception

The results showed that the classical expert teaching style contributed greatly to students' perceptions. The classical expert teaching style was a teaching method in which the teacher acted as the main source of knowledge, and teaching was conducted with a highly structured approach. This highly specialized classical teaching style contributed greatly to students' perceptions in the classroom (Grasha in Dash, 2020). The interview result 4 students stated that the teacher did not demonstrate deep and broad knowledge of the subject and did not provide detailed explanations. The other 2 students responded that the teacher gave detailed

explanations. In addition, it is said that to understand the material and answer complex questions. Four students responded that they had difficulty in understanding the material and it was difficult for them to answer complicated questions. As a result, the students faced great challenges in solving complicated problems. This makes the teaching and learning process less effective and can reduce students' motivation and confidence in learning. Meanwhile, two other students responded that they understood the material well and this made it easier for them to answer complex questions. In this style, teachers usually presented material in detail through systematic lectures or presentations, focusing on explaining knowledge from teacher to student. Below, students expressed their feelings about their perceptions of teachers' teaching styles in English classes. For example, S2 and S3 stated in the interview that:

"Yes, the teacher in my class shows a deep and broad knowledge of the subject being taught, which makes me understand the material a little bit" (Interview S2/1)

"Yes, she explains the learning in detail and in detail, so that when questions are asked, I can answer them because they understand the learning that was conveyed" (Interview S3/ 2)

From the quote above, it showed that the classic expert teaching style influenced students' perceptions of the teacher's teaching style in English class. The interview results showed that some students recognized that the teacher demonstrated a deep and broad knowledge of the subject matter by providing comprehensive explanations. Thus, with a broad understanding of the material, the teacher could answer students' questions

appropriately, provide a broader perspective, and help students gain a deeper insight into the topics being studied. In addition, the students expressed their negative feelings regarding their perceptions of the teachers' teaching styles in the English classroom. For example, S1 and S3 stated in the interview that:

*"No, my English teacher did not knowledge, because **my English teacher when she comes to class sometimes just tells me to write and then leaves, so I do not understand the material"** (Interview S1/1)*

*"No, because the **English teacher's explanation was not detailed enough, so I had difficulty answering questions"** (Interview S4/2)*

From the quote above, 4 students stated that the teacher did not demonstrate deep and broad knowledge of the subject and did not provide detailed explanations. The other 2 students responded that the teacher gave detailed explanations. In addition, it is said that to understand the material and answer complex questions. Four students responded that they had difficulty in understanding the material and it was difficult for them to answer complicated questions. As a result, the students faced great challenges in solving complicated problems. This makes the teaching and learning process less effective and can reduce students' motivation and confidence in learning. Meanwhile, 2 other students responded that they understood the material well and this made it easier for them to answer complex questions. The following classroom observations on the classic expert teaching style.

Table 4.3 Table of Observation Classic Expert Teaching Style

Theory Grasha in Dash (2020)	Activity
Classic expert teaching style	Observations showed two different approaches to teaching methods by teachers. On the one hand, teachers who had a strong understanding of the material could explain concepts clearly and in detail, making it easier for students to understand and master the material. On the other hand, when teachers lacked mastery of the material, students' understanding was limited, and they had difficulty answering complex questions. The teacher's inability to provide comprehensive explanations had a direct impact on students' ability to solve complex problems. This suggested that teachers' in-depth knowledge was essential to support students' understanding and help them answer difficult questions more confidently. These observations underscored the need to improve teachers' competencies to ensure optimal teaching quality and student understanding.

The quoted words were used to represent students' thoughts. These thoughts represented students' experiences and perceptions of the English classroom. Students' perceptions of teachers' teaching styles provided valuable insight into what worked and what needed improvement. Teachers could use this feedback to adjust their teaching methods to be more effective.

4.1.4 Formal authority

The results showed that formal authority contributed greatly to students' perceptions. The perception of formal authority was the way individuals or groups perceived and judged something. In the educational context, formal authority methods were often used to maintain discipline, organize learning activities, and ensure a conducive learning environment for all students (Grasha in Dash. 2020). The interview result 4 students

stated that the teacher did not show enough discipline in the learning process, while the remaining 2 students answered that the teacher was disciplined in teaching. In addition, 4 students argued that the teacher did not have clear rules, so the classroom atmosphere became uncontrollable. As a result, many students feel free to chat during class, which disturbs the concentration and learning focus of other students. Meanwhile, 2 other students replied that the teacher provides clear rules for learning. With formal authority, teachers could enforce classroom rules, give clear instructions, and create a structure that allowed students to learn effectively and in an orderly manner. This approach also helped teachers deal with disruptive behavior so that the entire class could focus on learning without distractions. The students below shared their feelings about their perceptions of the teachers' teaching styles in the English classroom. For example, S2 and S3 stated in the interview that:

"Yes, the teacher is disciplined, the teacher gives a few minutes to calm down the class for to calm down before starting the lesson"(Interview S2/ 3)

"Yes, English teachers always set class rules before learning begins." (Interview S3/4)

From the above quote, it showed that formal authority greatly influenced students' perceptions of teachers' teaching styles in the English classroom. The interview results showed that some students recognized that the teacher's discipline created a conducive classroom atmosphere. In addition, teachers who applied clear and consistent rules in class were able

to maintain order and focus students' learning. Thus, the formal authority approach used by teachers not only helped in classroom management but also increased students' positive perceptions of the teaching methods used. Additionally, the students expressed their negative feelings about their perceptions of the teacher's teaching style in the English class. For example, S4 stated in the interview that:

*"Not discipline because **the teacher often lets the students who are noisy, so it makes the class disorganized**" (Interview S4/3)*

*"I think the **English teacher is not used to setting clear rules because she often lets the students talk while she is explaining**" (Interview S4/4)*

From the quote above, 4 students stated that the teacher did not show enough discipline in the learning process, while the remaining 2 students answered that the teacher was disciplined in teaching. In addition, 4 students argued that the teacher did not have clear rules, so the classroom atmosphere became uncontrollable. As a result, many students feel free to chat during class, which disturbs the concentration and learning focus of other students. Meanwhile, 2 other students replied that the teacher provides clear rules for learning. This shows the importance of the teacher's role in enforcing discipline and clear rules to create an orderly and productive classroom atmosphere. The following classroom observations on the classic expert teaching style show:

Table 4. 4 Table of Observation Formal Authority

Theory Grasha in Dash (2020)	Activity
Formal Authority	Observations revealed two different approaches to teaching methods by teachers. On the one hand, teachers who consistently applied discipline were able to create a classroom atmosphere conducive to learning where students could focus on the material being taught. Clear and firm rules played an important role in maintaining order and calm in the classroom so that students felt safe and structured in their learning process. On the other hand, a lack of discipline and unclear rules could lead to a classroom atmosphere that was disorganized and full of distractions, which ultimately hindered the learning process. When rules were not consistently enforced, students tended to be less serious and more easily distracted, resulting in less effective learning. Therefore, teacher discipline and clarity of rules were essential to creating a productive and focused learning environment.

The quoted words were used to represent students' thoughts. These thoughts represented students' experiences and perceptions of the English classroom. Students' perceptions of teachers' teaching styles could provide valuable insight into what worked and what needed improvement. Teachers could use this feedback to adjust their teaching methods to be more effective.

4.1.4 Demonstrator

The results showed that demonstrators had contributed greatly to students' perceptions. Demonstrator perception referred to an individual's view or judgment regarding the effectiveness in conveying information or demonstrating a process. Demonstrator perception in education referred to how students had perceived and evaluated the effectiveness, expertise, and approach used by teachers in delivering subject matter (Grasha in Dash

2020). The interview result shows that the role of the demonstrator greatly influences the students' perception of the teacher's teaching style in English class. The interview results show that 4 students answered that the teacher's explanation was not detailed enough and 2 other students answered that the teacher was detailed when explaining the material. In addition, 4 students answered that the teacher does not always make sure that students really understand the material taught, and 2 other students said that the teacher always asks the students whether they have understood the material or not. Student perceptions of demonstrators played an important role in the success of the learning process. Demonstrators who had been able to meet students' expectations and needs were likely to have created a positive and productive learning environment. The students below shared their feelings about their perceptions of the teacher's teaching style in the English class. For example, S1 and S3 had stated in the interview that:

"Teachers usually give straightforward explanations so that all students can learn well" (Interview S1/ 5)

"By the teacher asking if they have understood or not and the teacher asking questions to the students" (Interview S3/6).

From the above quote, it shows that the role of the demonstrator greatly influenced the students' perception of the teacher's teaching style in the English classroom. The interview results showed that most students admitted that the teacher provided explanations that were easy to understand. In addition, the teacher made sure that each step and concept

taught was well understood by the students. The teacher's ability to deliver the lesson clearly and effectively had a significant positive impact on the students' learning.

In addition, the students expressed their negative feelings about their perceptions of the teacher's teaching style in the English class. For example, S6 and S2 stated in the interview that:

"My English teacher did not explain the material in detail, so I did not understand the material presented" (Interview S6/ 5)

"After the explanation, the English teacher only gives writing assignments and makes me feel bored, the teacher should ask questions after the explanation is finished so that students can understand what the teacher has explained" (Interview S2/6)

From the above quote, it can be seen that the role of the demonstrator greatly influences the students' perception of the teacher's teaching style in English class. The interview results show that 4 students answered that the teacher's explanation was not detailed enough and 2 other students answered that the teacher was detailed when explaining the material. In addition, 4 students answered that the teacher does not always make sure that students really understand the material taught, and 2 other students said that the teacher always asks the students whether they have understood the material or not. Therefore, it is important for teachers to provide more detailed explanations and make sure that each student understands the material well.

The following classroom observations on the Demonstrator show:

Table 4. 5 Table of Observation Demonstrator

Theory Grasha in Dash (2020)	Activity
Demonstrator	Observations revealed two different approaches to teaching by teachers. On the one hand, teachers who provided direct and detailed explanations during classroom demonstrations were able to ensure that each student understood the steps and concepts being taught well. This approach created a clear and structured learning environment where students felt supported and were able to follow the lesson more effectively. On the other hand, there were teachers who did not provide direct and detailed explanations and did not ensure that students understood the material being taught. This approach often resulted in students having difficulty understanding the material, which ultimately had a negative impact on their learning process. Therefore, it was important for teachers to always provide clear explanations and ensure that students understood each concept taught in order to improve the effectiveness of learning in the classroom.

The quoted words were used to represent students' thoughts. These thoughts represented students' experiences and perceptions of the English class. Students' perceptions of teachers' teaching styles could provide valuable insight into what worked and what needed to be improved. Teachers could use this feedback to adjust their teaching methods to be more effective.

4.1.5 Facilitator

The results showed that facilitators had contributed greatly to students' perceptions, which referred to how individuals or groups perceived and evaluated the effectiveness, role, and approach of a facilitator in supporting the learning or discussion process (Grasha in Dash 2020). The interview results showed that 6 students felt that teachers rarely used group discussions and more often just gave explanations when they came into the classroom. In addition, 6 students also revealed that their English teachers

rarely shared ideas with students and tended to focus only on their own explanations. This shows the importance of the facilitator's role in creating a more interactive and collaborative learning environment. In the context of education, the teacher's teaching style as a facilitator was an approach in which the teacher played more of a guiding or supporting role in the teaching and learning process, rather than being the main source of information. This teaching style emphasized student-centered learning, where the teacher helped and facilitated students to discover, understand, and apply information on their own. The students below expressed their feelings about their perceptions of the teacher's teaching style in the English class. For example, S1 and S2 stated in the interview that:

*"My teacher rarely uses group discussions because **she only gives explanations when she enters the class**" (Interview S1/ 7)*

"My English teacher rarely shares ideas with her students, she only focuses on explaining" (Interview S2/8)

From the above quote, it can be that the facilitator has a great influence on the students' perception of the teacher's teaching style in English class. The interview results showed that 6 students felt that teachers rarely used group discussions and more often just gave explanations when they came into the classroom. In addition, 6 students also revealed that their English teachers rarely shared ideas with students and tended to focus only on their own explanations. This shows the importance of the facilitator's role in creating a more interactive and collaborative learning environment. The following classroom observations on the Facilitator showed.

Table 4. 6 Table of Observation Facilitator

Theory Grasha in Dash (2020)	Activity
Facilitator	Observations showed that teachers rarely used group discussions and more often gave explanations when entering the classroom. This pattern created a more passive learning atmosphere in which students received information without much opportunity to interact or discuss the material with classmates. In addition, English teachers rarely shared ideas with their students and tended to focus only on their own explanations. As a result, students missed the opportunity to gain a broader perspective and learn collaboratively. This approach could reduce student engagement and make the teaching and learning process less dynamic and interesting.

The quoted words were used to represent students' thoughts. These thoughts represented students' experiences and perceptions of the English class. Students' perceptions of teachers' teaching styles could provide valuable insight into what worked and what needed to be improved. Teachers could use this feedback to adjust their teaching methods to be more effective.

4.1.6 Delegator

The results showed that delegators had contributed significantly to students' perceptions. Delegator referred to how individuals or groups evaluated and perceived a person's role and effectiveness (Grasha in Dash 2020). The interview results showed that 6 students felt that the teacher gave clear instructions before giving affirmations, which helped students to understand the task better. In addition, 6 students also revealed that the teacher's teaching style of using the lecture method more often made them understand the material less. In an educational context, delegator referred to

a teaching style in which the teacher gave students more autonomy and encouraged them to become independent learners. The students below shared their feelings about their perceptions of the teacher's teaching style in the English class. For example, S1 stated in the interview that:

"The teacher gives clear instructions before affirmation to help students understand the task"(Interview S1/9)

"With the teacher's teaching style of only using the lecture method, it makes me understand less of the material taught" (Interview S1/ 10)

From the above quote, we can see that delegators have a great influence on students' perception of the teacher's teaching style in English class. The interview results showed that 6 students felt that the teacher gave clear instructions before giving affirmations, which helped students to understand the task better. In addition, 6 students also revealed that the teacher's teaching style of using the lecture method more often made them understand the material less. This shows the importance of variety in teaching methods to improve student learning. The following classroom observations on the Delegator show:

Table 4.7 Table of Observation Delegator

Theory Grasha in Dash (2020)	Activity
Delegator	Observations showed that teachers often gave directions to students on assignments, but the monotonous teaching style made students feel bored and less engaged in learning. Although clear instructions helped students understand the task, teaching methods that were not varied and tended to be repetitive could reduce students' interest and motivation. This had a negative impact on learning effectiveness as students became less enthusiastic and tended not to focus on the material being taught. Therefore, it was important for teachers to use a variety of more interactive and engaging teaching methods to keep students engaged and improve their understanding.

The quoted words were used to represent students' thoughts. These thoughts represented students' experiences and perceptions of the English class. Students' perceptions of teachers' teaching styles could provide valuable insight into what worked and what needed to be improved. Teachers could use this feedback to adjust their teaching methods to be more effective.

The data obtained from the results of the interviews showed that the classic expert teaching style, formal authority, demonstrator, facilitator, and delegator influenced students' perceptions. The classic expert teaching style influenced students' perceptions through seeing how the teacher's deep mastery of the material, formal authority influenced students' perceptions of a teacher's discipline. Demonstrators influenced students' perceptions of how a teacher could create a more dynamic and interesting learning environment, and increase students' understanding and engagement with the material being taught. Facilitator influenced students' perceptions of a

teacher's teaching style that could create a more inclusive and adaptive learning environment, which in turn helped students develop a range of important skills and improve their understanding of the material. Delegates influenced students' perceptions of teachers' teaching styles using project-based learning approaches or group tasks, which encouraged students to work together and help each other. This built important social and communication skills.

4.2 Discussion

In this section, the researcher discussed the research findings regarding students' perceptions of teachers' teaching styles in English classes. As presented in the research findings, the results of the observations and semi-structured focus interviews showed that the participants had both positive and negative perceptions of the teachers' teaching styles in English classes. First, in the non-visual sense, the teacher explains the material clearly. This helps students understand complex concepts more easily. According to Loveta et al. (2020) a clear and structured teaching style has a significant impact on student comprehension and academic achievement. With detailed and systematic explanations, teachers can ensure that all students can follow and understand the material being taught. Meanwhile, other students are dissatisfied with the teacher's monotonous teaching style, which makes students inactive in class. As a result, students feel bored and less motivated to participate in learning activities. According to the research of Darazi et al. (2021) a monotonous teaching style can reduce students' motivation and participation in

class, causing boredom and inactivity. As a result, students become less enthusiastic in attending lessons and have difficulty in understanding the material being taught. In this section, many students do not understand the monotonous teaching style because it causes boredom and inactivity during class.

The second is multimodality, where a teacher may have used a combination of teaching styles to help students understand the subject matter. For this multimodality, there were more positive than negative responses. Most students argue that variations in the teacher's voice and gestures affect students' understanding of the material presented. According to Rahat et al., (2024) students are more engaged and understand the material better when teachers use voice and gesture variations to deliver the material. However, some students responded that voice and gesture variations not affect comprehension, but what affects student comprehension is the clarity of the teacher in explaining the material. Clarity in teacher explanations is essential to facilitate student understanding and prevent confusion (Pečiuliauskienė, 2023). In this section, many students felt that they were more engaged and understood the material better when the teacher used voice and gesture variations in delivering the material.

Third, the students also thought that the classical expert's teaching style was included in the teacher's teaching style. In this section, all students had the same answer. Most of the students think that the teacher does not explain the material in detail, which makes it difficult for the students to answer complex questions. This is also consistent with the research conducted by Daryono (2021). Unclear

explanations and lack of detail can cause confusion and reduce learning effectiveness. Research by Deng et al. (2024) shows that 'deficiencies in the clarity of teachers' explanations can cause confusion and reduce learning effectiveness. In this section, all students agree that the teacher's teaching style lacks detail in explaining the lesson.

Fourth, students expressed their opinions about formal authority. In this section, students' responses varied, but there were more negative than positive responses. Most students felt that teachers were undisciplined in class because they were often late. As a result, students felt that their learning time was wasted and the classroom atmosphere was less conducive to learning. Research by Anwar (2024) showed that teacher punctuality was crucial in creating an effective and structured learning environment. However, some students said that teachers set clear rules that helped create an organized and disciplined learning environment. They felt that clear rules from teachers helped them understand classroom expectations and follow the learning structure better. This was also supported by Dahmani et al. (2024) research, which found that teachers' use of clear and consistent rules contributed positively to students' discipline and academic performance. Overall, students acknowledged that teachers lacked discipline in setting clear rules.

Fifth, in this section all the students had the same answer. They expressed their opinion about the demonstrator, which is that when the teacher explains the material, the teacher does not ask the students' understanding. As a result, students felt disconnected from the learning process because they did not have the

opportunity to confirm whether they understood the material being taught. This is in line with the research conducted by Jafari & Asgari (2020) which shows that interaction between teachers and students is very important to ensure that students really understand the material being taught. This interaction can take the form of discussion, question and answer, or other collaborative activities that actively involve students. According to Xiao et al. (2023) positive interactions between teachers and students can increase student engagement, motivation, and enthusiasm for learning. Through direct interaction, teachers can assess student understanding, provide appropriate feedback, and help students overcome difficulties. This research shows that actively engaging students through questions and discussion can improve understanding and retention of material.

Sixth, on the facilitator section, we get almost the same response, i.e. most students expressed their opinion about the facilitator that the teacher rarely shares ideas or has discussions when learning takes place. As a result, students feel less involved and less motivated to actively participate in class. This is also in line with the research conducted by Abdullah et al. (2023) which shows that the lack of interaction and discussion between teachers and students can reduce students' engagement and motivation in the learning process. This results in students feeling less connected to the material being taught and unable to overcome challenges that arise during the learning process. Research by Han & Wang (2021) found that active engagement between teachers and students is essential to ensure that students connect with the material and are able to overcome learning challenges. In this

section, all students said that the teacher's teaching style lacked active exchange of ideas between teacher and students, which hindered student engagement and quality of learning.

And last, in this section, some students expressed the opinion that they would like teachers to use different methods of learning. They feel that a variety of learning methods can increase their interest and understanding of the material being taught. This is also in line with the research conducted by Gumelar et al. (2024) which shows that the use of different teaching methods can help students with different learning styles to better understand the material and stay engaged in the learning process. This is because it allows teachers to tailor their approach based on students' needs and preferences, so that each individual feels cared for and supported in their learning. Research by Aguanda et al. (2023) found that differentiated learning methods can improve student learning outcomes by meeting the diverse learning needs of each learner. This suggests that variations in teaching methods are not only beneficial for students who feel bored by conventional methods, but can also improve the overall effectiveness of learning. In this section, all students said that effective teaching styles make students understand the learning.

The findings also suggested that non-visual senses, multimodality, classical expert, formal authority, demonstrator, facilitator, and delegator teaching styles influenced students' perceptions derived from their experiences. Based on the analysis of the data collected, the researcher found that the monotonous approach

of teachers' teaching styles might have hindered students from reaching their potential. However, some students thought it did not matter much because what mattered more was the way of explanation, not the method. Students agreed that they understood the material better when the teacher used a variety of voices and gestures to deliver the material. However, they also felt that the teacher lacked discipline in class because she did not set clear rules. Most students said that the teacher's effective teaching style made them understand the learning better. These positive and negative perceptions varied based on what they felt and thought, according to their experiences, especially when they were in the English classroom.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The aim of this study was to determine students' perceptions of teachers' teaching styles in English classes. Teachers' teaching styles in English classes have a significant impact on students' learning experience. The results showed that most students felt and experienced that they understood the material better when demonstrator and facilitator teaching styles were used, which tended to increase students' engagement and understanding of the material that was taught. However, they also argued that learning with group discussion and question and answer methods made students understand the material better. Therefore, it is important for teachers to use diverse and adaptive approaches and to consider students' needs and preferences in order to create a more effective and enjoyable learning experience.

The results of this study, which were based on the analysis and interpretation of data from semi-structured interviews and focus group discussions, showed that students' views on the factors teaching style in this study. There were several benefits that students felt when the teacher explained the material clearly. Students were able to understand the assignments well because of the teacher's clear presentation. In addition, students became more confident in doing the assignments. Clear explanations helped students remember and master the material better, and reduced confusion and mistakes in learning. However, behind the benefits obtained, students felt bored with the method used by the teacher because he only used the lecture method without combining the practical methods

of dialogue, discussion, and question and answer. This made the class not conducive for interactive learning. As a result, student engagement diminished, leading to a lack of enthusiasm and participation. To enhance the learning experience and address students' concerns, it is crucial for educators to incorporate a variety of teaching methods. By integrating interactive activities such as group discussions, hands-on projects, and Question Answer sessions, teachers can create a more dynamic and stimulating classroom environment that caters to diverse learning preferences and keeps students motivated

5.2 Recommendations

1. For English Teachers

Teachers were advised to use a variety of teaching methods to create a more interesting and interactive learning atmosphere. Methods that could be used included group discussions where students could collaborate and share ideas, and presentations where students could improve their public speaking skills. In addition, educational games could also be an effective tool to make learning more fun and motivate students, and finally, teachers were encouraged to use multimedia presentations that could make the subject matter more interesting and visual so that students understood the material more easily. With these various methods, teachers could increase student engagement and promote a deeper understanding of the subject matter.

2. For Students

In order to achieve maximum learning results in English classes, it was advisable for students to remain open and actively participate in the different teaching styles used by the teacher. If the method used by the teacher was not interesting, students could give feedback in a polite and constructive way. For example, they could ask for more interactive activities such as group discussions, dialogue exercises, and question-and-answer sessions. In addition, it was also important to always be prepared with the material to be learned and to establish good communication with the teacher and classmates.

3. For Future Researchers

For future researchers interested in the topic of teachers' teaching styles in English classrooms, it was recommended to expand the scope of the study by including different levels of education, including primary, secondary, and tertiary schools. Future research could also use mixed methods, such as questionnaires and in-depth interviews, to gain a more comprehensive perspective of students' perceptions. In addition, future researchers could also consider cultural and contextual factors that influenced the effectiveness of teaching styles in different educational settings. Thus, this research would provide broader and deeper insights into how to optimize teaching styles to improve student learning outcomes.

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APPENDICES

Appendix 1. Observation Sheet

Blue print observation of student's perceptions

Theory Fish (2021)	Indicator	Date	Activity
Non -Visual sense	The students interpret and give meaning to stimuli received through the senses such as sight and hearing.	September 19, 2024	The observation results show that Non -Visual Sense is influenced by the teacher's teaching style in class because the researcher saw that the teacher showed a very deep and broad knowledge of the material being taught. However, the teacher explained the material with a monotonous method that made the students inactive in class. The researcher saw that the noise from outside and inside the classroom disturbed the teacher's concentration when explaining the material. In addition, the researcher also saw a lack of enthusiasm on the teacher's face, which made the students not excited about learning. As a result, when the teacher explained the material about expressions of happiness, the explanation became less clear. For example, although the teacher said the phrase "I am happy today," her facial expression did not show the appropriate happiness. So, this hinders the students' ability to focus on the lesson and understand the material well.
Multimodality	Students give their perceptions of the use of body language, gestures, and facial expressions to convey meaning and support verbal communication.	September 19, 2024	The observation results show that Non -Visual Sense is influenced by the teacher's teaching style in class because the researcher saw that the teacher showed a very deep and broad knowledge of the material being taught. However, the teacher explained the material with a monotonous method that made the students inactive in class. The researcher saw that the noise from outside and inside the classroom disturbed the teacher's concentration when explaining the material. In addition, the researcher also saw a lack of enthusiasm on the teacher's face, which made the students not excited about learning. As a result, when the teacher explained the material about expressions of happiness, the explanation became less clear. For example, although the teacher said the phrase "I am happy today," her facial expression did not show the appropriate happiness. So this hinders the students' ability to focus on the lesson and understand the material well.

Appendix 2. Observation Sheet

Blue print observation of teaching style in English Classroom

Theory Grasha (2020)	Indicator	Date	Activity
Classic expert teaching style	The teacher demonstrates a deep and broad knowledge of the subject being taught, often giving detailed explanations and being able to answer complex questions.	September 19, 2024	Observations revealed two different approaches to teaching methods by teachers. On the one hand, teachers who consistently apply discipline are able to create a classroom atmosphere conducive to learning where students can focus on the material being taught. Clear and firm rules play an important role in maintaining order and calm in the classroom so that students feel safe and structured in their learning process. On the other hand, a lack of discipline and unclear rules can lead to a classroom atmosphere that is disorganized and full of distractions, which ultimately hinders the learning process. When rules are not consistently enforced, students tend to be less serious and more easily distracted, resulting in less effective learning. Therefore, teacher discipline and clarity of rules are essential to creating a productive and focused learning environment.
Formal authority	The class well organized, discipline is maintained, and the teacher sets clear rules during class	September 19, 2024	Observations revealed two different approaches to teaching methods by teachers. On the one hand, teachers who consistently apply discipline are able to create a classroom atmosphere conducive to learning where students can focus on the material being taught. Clear and firm rules play an important role in maintaining order and calm in the classroom so that students feel safe and structured in their learning process. On the other hand, a lack of discipline and unclear rules can lead to a classroom atmosphere that is disorganized and full of distractions, which ultimately hinders the learning process. When rules are not consistently enforced, students tend to be less serious and more easily distracted, resulting in less effective learning. Therefore, teacher discipline and clarity of rules are essential to

			creating a productive and focused learning environment.
Demonstrator	The teacher provides direct and detailed explanations during the demonstration, ensuring that students understand each step and concept taught.	September 19, 2024	Observations revealed two different approaches to teaching by teachers. On the one hand, teachers who provided direct and detailed explanations during classroom demonstrations were able to ensure that each student understood the steps and concepts being taught well. This approach creates a clear and structured learning environment where students feel supported and are able to follow the lesson more effectively. On the other hand, there are teachers who do not provide direct and detailed explanations and do not ensure that students understand the material being taught. This approach often results in students having difficulty understanding the material, which ultimately has a negative impact on their learning process. Therefore, it is important for teachers to always provide clear explanations and ensure that students understand each concept taught in order to improve the effectiveness of learning in the classroom.
Facilitator	Teachers often use group discussions and collaborative activities to encourage students to share ideas and work together.	September 19, 2024	Observations show that teachers rarely use group discussions and more often give explanations when entering the classroom. This pattern creates a more passive learning atmosphere in which students receive information without much opportunity to interact or discuss the material with classmates. In addition, English teachers rarely share ideas with their students and tend to focus only on their own explanations. As a result, students miss the opportunity to gain a broader perspective and learn collaboratively. This approach can reduce student engagement and make the teaching and learning process less dynamic and interesting.

Delegator	The teacher provides initial directions for the task and then lets the students work with minimal supervision, providing guidance only when needed.	September 19, 2024	Observations show that teachers often give directions to students on assignments, but the monotonous teaching style makes students feel bored and less engaged in learning. Although clear instructions help students understand the task, teaching methods that are not varied and tend to be repetitive can reduce students' interest and motivation. This has a negative impact on learning effectiveness as students become less enthusiastic and tend not to focus on the material being taught. Therefore, it is important for teachers to use a variety of more interactive and engaging teaching methods to keep students engaged and improve their understanding.
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Appendix 3. Semi-Structured Interview

Title : Student perception about Teachers teaching style in English classroom
 Purpose : To find out students' perceptions of the teacher's teaching style in English class.
 Responden : Students' Class 10th, 11th, 12th

Blue print interview of student's perceptions

List of Semi-Structured Interview Question Fish (2021)			
No.	Aspect	Indicator	Question
1.	Non -Visual sense	The students interpret and give meaning to stimuli received through the senses such as sight and hearing.	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class? 2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why? 3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?
2.	Multimodality	Students give their perceptions of the use of body language, gestures, and facial expressions to convey meaning and support verbal communication.	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material? 5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter? 6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?

Appendix 4 Interview Fish (2020)

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class?		S1-DS-1
S-1	I feel that when I listen to the teacher's instructions in class, I can easily understand and listen to what the teacher says , especially when the teacher speaks clearly and gives examples. (Line 1)	Easily understand	KML- EU
R	2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why?		S1-DS-2
S-1	I prefer to use other methods , because after explaining the material, the teacher just stays silent, so it makes students feel bored. The teacher should give tasks so that students can sharpen their brains. (Line 2)	Method variations	KML- MV
R	3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?		S1-DS-3
S-1	Yes. Because the noise from outside the classroom makes it difficult for the teacher to concentrate on explaining the material clearly , which makes it difficult for me to understand the material (Line 3)	Affects concentration	KML- AC
R	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material?		S1-DS-4
S-1	Yes, it has an effect, because the use of teacher gestures such as facial expressions, hand movements, and changes in teaching position make the material more interesting (Line 4)	Understanding of the material	KML- UOM
R	5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter?		S1-DS-5

S-1	Yes, because the combination of voice and gestures greatly affects my understanding of the material (Line 5)	Understanding of the material	KML-UOM
R	6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?		S1-DS-6
S-1	I think that by changing the tone and speed of speech, learning is less effective and makes me not understand the material being taught. (Line6)	Ineffective learning	KML- I

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class?		S2-DS-1
S-2	What I feel is that by listening and paying attention to what the teacher says I will more easily understand the material being taught (Line 1)	Understand instructions	AS-UI
R	2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why?		S2-DS-2
S-2	I find it easier when the teacher explains through the lecture method. (Line 2)	Use of practical methods	AS-UPM
R	3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?		S2-DS-3
S-2	Yes, because I think sometimes the noise from outside the classroom can cause teachers to focus more on classroom management than on teaching , which can reduce the time spent on teaching. (Line 3)	Affects concentration	AS-AC
R	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material?		S2-DS-4
S-2	The English teacher's gestures influence the method of learning and make it easier for us to understand the lesson. (Line 4)	Influencing learning methods	AS-ILM

R	5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter?		S2-DS-5
S-2	Yes, it has an effect because variations in voice intonation and body movements can attract students' attention and make me more focused on the ongoing lesson (Line 5)	Sound combinations influence students	AS-SCIS
R	6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?		S2-DS-6
S-2	I think that when the teacher uses these changes in tone, volume, and speed of speech, it may be a little distracting during the lesson, but over time, it will become normal (Line 6)	Disrupting the lesson	AS-DTL

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class?		S3-DS-1
S-3	In my opinion, the English teacher explained the task a little clearly so that I could understand it. (Line 1)	Understand instructions	LL-US
R	2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why?		S3-DS-2
S-3	I prefer other methods I think learning is easier to understand with the discussion method so students can better understand and convey their ideas (Line 2)	Other Methods	LL-OM
R	3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?		S3-DS-3
S-3	Very influential because constant noise can cause fatigue in the teacher, and reduce the teacher's enthusiasm in teaching. so that this will cause a lack of concentration in my learning. (Line 3)	Student concentration	LL-SC
R	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material?		S3-DS-4
S-3	The use of the English teacher's body gestures does not affect my understanding in learning English, because I think what affects me more is the way of explanation (Line 4)	Teacher explanation	LL-TE

R	5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter?		S3-DS-5
S-3	No effect because vocational high school students are more focused on practice, because only a combination of delivery and gestures makes the classroom atmosphere boring. (Line 5)	Focused on practice	LL-FOP
R	6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?		S3-DS-6
S-3	Affects my understanding, because the tone of the teacher's speech is too high and fast, making me less able to understand the material presented by the teacher (Line 6)	Influencing understanding	LL-IU

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class?		S4-DS-1
S-4	It's good that my English teacher explains it well and is easy to listen to , which makes me more focused. (Line 1)	Explanation clear	TT-EC
R	2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why?		S4-DS-2
S-4	I am more interested in other methods such as discussion, dialog practice where learning methods in vocational high school should be more practice than the teacher explaining the material , like my major in banking which should be more dialog practice, this way I will more easily understand the material being taught. (Line 2)	Other Methods	TT-OM
R	3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?		S4-DS-3
S-4	In my opinion. A noisy classroom atmosphere can inhibit teacher-student interaction, which can affect my focused engagement in learning English. (Line 3)	Student's concentration	TT-SO
R	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material?		S4-DS-4

S-4	Very influential because my teacher's limp body gestures make me lazy to follow the lesson (Line 4)	Influencing understanding	TT-IU
R	5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter?		S4-DS-5
S-4	It is influential because even though the teacher does not practice with combinations, it makes me understand the material. (Line 5)	Student's understanding	TT-SU
R	6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?		S4-DS-6
S-4	Influential because of the way the teacher delivered in a high and fast tone Very easy to understand by all students (Line 6)	Voice effect	TT-VE

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class?		S5-DS-1
S-5	I think the teacher's delivery is good, so as a student, when I listen to the material, I understand it. (Line 1)	Good explanation	MS-GE
R	2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why?		S5-DS-2
S-5	In my opinion, it is not clear because the lecture learning method makes me bored, English teachers in vocational high school should better use dialog practice and discussion methods (Line 2)	Other Methods	MS-OM
R	3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?		S5-DS-3
S-5	Very influential because the noise makes the teacher not focus on explaining the material so that my concentration in learning is also disturbed. (Line 3)	Affect concentration	MS-AC
R	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material?		S5-DS-4
S-5	Influenced by the movement of expressions, I knew what my teacher was explaining about the lesson. (Line 4)	Affect understanding	MS-AU

R	5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter?		S5-DS-5
S-5	Influence because the teacher uses different voice intonations and hand gestures to emphasize important points in the material being taught, making it easier for me to remember and understand the material. (Line 5)	Student's understanding	
R	6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?		S5-DS-6
S-5	The teacher in my English class uses a change of tone when the children are noisy, with a more assertive change of tone attracting students' attention and reducing noise in the classroom. (Line 6)	Change in tone of speech	MS-CITOS

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. How would you describe the experience of listening to instructions or explanations from the teacher in English class?		S6-DS-1
S-6	In my opinion, when English teachers give instructions, they are very clear and easy to understand. (Line 1)	Clear instructions	F-CI
R	2. Do you find it easier to understand the material when listening to the explanation or through other methods? Why?		S6-DS-2
S-6	I feel that I don't understand the method when the teacher only gives explanations without giving examples. I prefer other methods such as discussion so that students participate in learning activities. (Line 2)	Other methods	F-OM
R	3. How do sounds in the classroom environment (such as the voices of classmates or sounds from outside the classroom) affect your concentration and understanding in English class?		S6-DS-3
S-6	Very influential because the noise can make the teacher change the tone of speech irregularly so that it disrupts my learning concentration. (Line 3)	Voice affects students	F-VAS
R	4. How does the English teacher's use of gestures (such as hand movements, facial expressions or changes in position) affect your engagement and understanding of the material?		S6-DS-4

S-6	No effect because in this Vocational High school, the focus is on pronunciation rather than movement. (Line 4)	focus on pronunciation	F-FOP
R	5. How does the teacher's combination of voice and gesture variations affect the classroom atmosphere and your interaction with the subject matter?		S6-DS-5
S-6	Influencing because it makes the situation focus on the English teacher who is explaining the subject matter. (Line 5)	Affects concentration	F-AC
R	6. How would you describe the learning experience when the teacher uses voice variation (e.g. changes in tone, volume and speed of speech) in teaching?		S6-DS-6
S-6	The teacher in the English class uses a change of tone when the children are noisy, because changing the tone can help regulate the dynamics of the class, and make my friends more aware of their behavior so that they can focus on the lesson more quickly. (Line 6)	Tone change	F-TC

Appendix 5. Semi-Structured Interview

Title : Student perception about Teachers teaching style in English classroom

Purpose : To find out students' perceptions of the teacher's teaching style in English class.

Respondent : Students 'Class 10th,11th,12th

Blueprint interview of teacher teaching style in English classroom

List of Semi-Structured Interview Question Grasha in Dash (2020)			
No.	Aspect	Indicator	Question
1.	Classic expert teaching style	The teacher demonstrates a deep and broad knowledge of the subject being taught, often giving detailed explanations and being able to answer complex questions.	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught? 2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?
2.	Formal authority	The class well organized, discipline is maintained, and the teacher sets clear rules during class	3. Does the teacher keep the class organized and disciplined? 4. How do teachers set clear rules during class?
3.	Demonstrator	The teacher provides direct and detailed explanations during the demonstration, ensuring that students understand each step and concept taught.	5. Does the teacher provide direct and detailed explanations during the demonstration in class? 6. How do teachers ensure that students understand each step and concept being taught?
4.	Facilitator	Teachers often use group discussions and collaborative activities to encourage students to share ideas and work together.	7. Do the teachers often use group discussions and collaboration? 8. How do teachers encourage students to share ideas and work together while in the classroom?
5.	Delegator	The teacher provides initial directions for the task and then lets the students work with minimal supervision, providing guidance only when needed.	9. Does the teacher provide initial directions for the assignment? 10. Does the teacher provide initial directions for the assignment?

Appendix 6. Interview Grasha in Dash (2021)

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught?		S1-DS-1
S-1	No, my English teacher did not demonstrate in-depth knowledge, because my English teacher when she comes to class sometimes just tells me to write and then she leaves. so it makes me not understand the material (Line 1)	Influencing student understanding	KML-
R	2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?		S1-DS-2
S-1	My English teacher is less detailed in explaining the material he only focuses on explaining to students who understand it (Line 2)	Influencing student understanding	KML- MV
R	3. Does the teacher keep the class organized and disciplined?		S1-DS-3
S-1	Not disciplined, because my English teacher is often late for class Thus making learning ineffective. (Line 3)	Lack of discipline	KML- AC
R	4. How do teachers set clear rules during class?		S1-DS-4
S-1	During class, the teacher usually only tells the children to be quiet so as not to make too much noise. (Line 4)	Instructing students	KML- UOM
R	5. Does the teacher provide direct and detailed explanations during the demonstration in class?		S1-DS-5
S-1	Teachers usually give straightforward explanations to ensure all students can learn well. (Line5)	Extensive explanation	KML- UOM
R	6. How do teachers ensure that students understand each step and concept being taught?		S1-DS-6
S-1	Teachers often give assignments	often give	KML-OGA

	and ask students whether they understand. (Line 6)	assignments	
R	7. Do the teachers often use group discussions and collaboration?		S1-DS-7
S-1	My teacher rarely uses group discussions because she only gives explanations when she enters the classroom. (Line 7)	Provide explanation	KML-PE
R	8. How do teachers encourage students to share ideas and work together while in the classroom?		S1-DS-8
S-1	My English teacher rarely invites students to share ideas and rarely encourages discussion (Line 8)	Lack of interaction	KML-LOI
R	9. Does the teacher provide initial directions for the assignment?		S1-DS-9
S-1	The teacher gives clear directions before affirmation to help students understand the task. (Line 9)	gives task directions	KML-GTD
R	10. How does the teacher's teaching style in English class affect your understanding and engagement in the lesson?		S1-DS-10
S-1	Withthe teacher's teaching style using only the lecture method, it makes me less likely to understand the material being taught (Line 10)	students less understand the lesson	KML-SLUTL

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught?		S2-DS-1
S-2	Yes, the teachers in my class demonstrate a deep and broad knowledge of the subjects they teach .so that it makes me understand the material a little bit (Line 1)	Masters the material	AS-MTM
R	2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?		S2-DS-2
S-2	Yes, he is very detailed when explaining the lesson, so I can answer complicated questions. (Line 2)	Detailed description	AS-DD
R	3. Does the teacher keep the class organized and disciplined?		S2-DS-3
S-2	Yes, the teacher is disciplined, the teacher gives a few minutes for the class to calm down before starting the lesson. thus, making the classroom atmosphere effective. (Line 3)	Ensuring the class is quiet	AS-ETCQ
R	4. How do teachers set clear rules during class?		S2-DS-4
S-2	Allow students to chat for about 5 minutes to make the class less tense. (Line 4)	Reduce classroom tension	AS-RCT
R	5. Does the teacher provide direct and detailed explanations during the demonstration in class?		S2-DS-5

S-2	In my opinion a little less detailed and clear when giving explanations (Line5)	not clear when explaining	AS-NCWE
R	6. How do teachers ensure that students understand each step and concept being taught?		S2-DS-6
S-2	After explaining, the English teacher only gives writing assignments and makes me feel bored, the teacher should give questions after finishing explaining so that students can understand what the teacher explained. (Line 6)	The explanation method causes boredom for students	AS-TEMCBS
R	7. Do the teachers often use group discussions and collaboration?		
S-2	No. My English teacher did not provide opportunities for discussion during class, only writing. (Line 7)	Not using the discussion method	AS-NUTDM
R	8. How do teachers encourage students to share ideas and work together while in the classroom?		
S-2	My English teacher rarely shares ideas with her students, she only focuses on explaining. (Line 8)	Lack of interaction	AS- LI
R	9. Does the teacher provide initial directions for the assignment?		
S-2	Yes, he gives instructions at the beginning of the lesson to each student. (Line 9)	gives task directions	AS-GTD
R	10. How does the teacher's teaching style in English class affect your understanding and engagement in the lesson?		

S-2	With the teacher's teaching style that uses the question-and-answer method in English class, students will not feel bored with the classroom atmosphere (Line 10)	Students' understanding	AS-SU
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Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught?		S3-DS-1
S-3	Yes, she mastered the material so that when explaining the material, he was able and mastered so that it makes me understand the material a little bit (Line 1)	Student understanding of the material	LL-SUTM
R	2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?		S3-DS-2
S-3	Yes, she explained the learning in detail and in detail, so that when were given questions me could answer because they understood the learning that was conveyed (Line 2)	explains in detail	LL-EID
R	3. Does the teacher keep the class organized and disciplined?		S3-DS-3
S-3	Yes, English teachers can keep the atmosphere and conditions of the class neat and organized. (Line 3)	Disciplined classroom	LL-DC
R	4. How do teachers set clear rules during class?		S3-DS-4
S-3	Yes, English teachers always set class rules before learning begins. (Line 4)	The class rules clear	LL-TCRC

R	5. Does the teacher provide direct and detailed explanations during the demonstration in class?		S3-DS-5
S-3	Yes the teacher explains in detail and clearly, so that it makes me understand the material a little (Line5)	Explain in detail	LL-EIL
R	6. How do teachers ensure that students understand each step and concept being taught?		S3-DS-6
S-3	By the teacher asking if they have understood or not, and the teacher asking questions to the students. (Line 6)	Students understanding	LL-SU
R	7. Do the teachers often use group discussions and collaboration?		S3-DS-7
S-3	No, more assignments are done individually. (Line 7)	Giving individual assignments	LL-GIA
R	8. How do teachers encourage students to share ideas and work together while in the classroom?		S3-DS-8
S-3	The English teacher in my class rarely invites students to discuss, because he focuses more on delivering material by speaking only. (Line 8)	provide more explanation	LL-PME
R	9. Does the teacher provide initial directions for the assignment?		S3-DS-9
S-3	Yes, because before being given an assignment he makes sure his students understand the assignment given. (Line 9)	Give task directions	LL-STD

R	10. How does the teacher's teaching style in English class affect your understanding and engagement in the lesson?		S3-DS-10
S-3	With the teacher's teaching style that uses the question-and-answer method, it is easy for me and my friends to understand the method taught. (Line 10)	students understand the material	LL-SUM

Student's & Researcher	Statement (Raw data)		Final Code
R	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught?		S4-DS-1
S-4	My English teacher did not have a good command of the material because she explained some sentences or words incorrectly (Line 1)	Pronunciation is not clear	TT-PNC
R	2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?		S4-DS-2
S-4	No, because the English teacher's explanation was not detailed enough, so it was a little difficult for me to answer the questions. (Line 2)	Less detailed explanation	TT-LDE
R	3. Does the teacher keep the class organized and disciplined?		S4-DS-3
S-4	Not disciplined, because teachers often let the teacher lets the students make noise thus making the class disorganized. (Line 3)	Undisciplined class	TT-UC
R	4. How do teachers set clear rules during class?		S4-DS-4
S-4	I don't think the English teacher is familiar with setting clear rules because she often lets her students chat while she explains. (Line 4)	Not set clear rules	TT-NSCR
R	5. Does the teacher provide direct and detailed explanations during the demonstration in class?		S4-DS-5

S-4	No, My English teacher does not give clear explanations during class demonstrations (Line5)	provide direct explanation	TT-PDE
R	6. How do teachers ensure that students understand each step and concept being taught?		S4-DS-6
S-4	My English teacher ensures students' understanding by asking students. (Line 6)	Question and answer session	TT-QAS
R	7. Do the teachers often use group discussions and collaboration?		S4-DS-7
S-4	No, the teacher gives more individual assignments. (Line 7)	individual assignments	TT-IA
R	8. How do teachers encourage students to share ideas and work together while in the classroom?		S4-DS-8
S-4	The English teacher in our class rarely invites students to discuss (Line 8)	Give explanations	TT-GE
R	9. Does the teacher provide initial directions for the assignment?		S4-DS-9
S-4	Yes, the teacher gives initial directions for the assignment (Line 9)	Give assignment	TT-GA
R	10. How does the teacher's teaching style in English class affect your understanding and engagement in the lesson?		S4-DS-10

S-4	Because the teacher's teaching style using the lecture method makes it difficult for me to understand the material presented. (Line 10)	Student less understanding	TT-SLU
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Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught?		S5-DS-1
S-5	In my opinion, the English teacher does not show in-depth knowledge of the subject being taught because my English teacher is more focused on learning on his cell phone so he does not master the material more in classroom (Line 1)	Lack of mastery of the material	MS-LOMTM
R	2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?		S5-DS-2
S-5	It was not detailed so I could not answer the questions during the exam. (Line 2)	Explanation is less detailed	MS-ELD
R	3. Does the teacher keep the class organized and disciplined?		S5-DS-3
S-5	No discipline as teachers are often late. thus, making learning less effective. (Line 3)	lack of discipline	MS-LD
R	4. How do teachers set clear rules during class?		S5-DS-4
S-5	Not setting rules because my English teacher does not care about the classroom situation/is indifferent. (Line 4)	Rarely set class rules	MS-RSR
R	5. Does the teacher provide direct and detailed explanations during the demonstration in class?		S5-DS-5

S-5	My teacher explains the material Not in detail so that it makes me less familiar with the material presented (Line5)	Less detailed explanation	MS-LDE
R	6. How do teachers ensure that students understand each step and concept being taught?		S5-DS-6
S-5	Not always, selfish, not caring about his students, because he is more concerned about himself. (Line 6)	Does not provide a clear explanation	MS-DNPCE
R	7. Do the teachers often use group discussions and collaboration?		S5-DS-7
S-5	Teachers give more assignments and write more often than explain the material (Line 7)	writing assignments	MS-WA
R	8. How do teachers encourage students to share ideas and work together while in the classroom?		S5-DS-8
S-5	Rarely, because the teacher does not interact much in discussions with students (Line 8)	Rarely use the discussion method	MS-RUDM
R	9. Does the teacher provide initial directions for the assignment?		S5-DS-9
S-5	The teacher gives directions because it is so that students can better understand and comprehend the task given. (Line 9)	Give assignment directions	MS-GAD
R	10. How does the teacher's teaching style in English class affect your understanding and engagement in the lesson?		S5-DS-10
S-5	Very influential, with the monotonous teaching style of the teacher making me bored, if the teacher uses practical methods such as making sentences using English it will be much interesting also to improve my learning (Line 10)	Affects students' understanding	MS-ASU

Student's & Researcher	Statement (Raw data)	Preliminary code	Final Code
R	1. Does the teacher demonstrate a deep and broad knowledge of the subject being taught?		S6-DS-1
S-6	In my opinion, the English teacher does not show in-depth knowledge of the subject being taught because my English teacher is more focused on learning on his cell phone so he does not master the material more in classroom (Line 1)	Not mastering the material	F-NMTM
R	2. Does/how the teacher often provides detailed explanations that enable students to answer complex questions?		S6-DS-2
S-6	I think the material explained by the English teacher is not detailed so that answering the questions given is difficult / difficult to answer. (Line 2)	Less detailed explanation	FDE
R	3. Does the teacher keep the class organized and disciplined?		S6-DS-3
S-6	No disciplined, because the teacher focuses more on the cell phone, and make the classroom atmosphere ineffective (Line 3)	Undisciplined class	F-UC
R	4. How do teachers set clear rules during class?		S6-DS-4
S-6	My English teacher didn't set the rules clearly because she didn't care about the state of the class. (Line 4)	Do not provide clear rules	F-DNPCR
R	5. Does the teacher provide direct and detailed explanations during the demonstration in class?		S6-DS-5

S-6	My English teacher explains the material in no detail, so that makes me less familiar with the material presented (Line5)	Does not explain the material in detail	F-DMD
R	6. How do teachers ensure that students understand each step and concept being taught?		S6-DS-6
S-6	Not always because sometimes teachers just let their students write without asking whether they understand or not. (Line 6)	does not provide a clear explanation	F-DNCE
R	7. Do the teachers often use group discussions and collaboration?		S7-DS-7
S-6	In my opinion, Rarely, teachers give more individual assignments (Line 7)	individual assignments	F-IA
R	8. How do teachers encourage students to share ideas and work together while in the classroom?		S7-DS-8
S-6	My English teacher rarely invites students to discuss (Line 8)	Rarely engage students in discussions	F-RESID
R	9. Does the teacher provide initial directions for the assignment?		S7-DS-9
S-6	Often give directions so that students know what their assignments are. (Line 9)	Gives task directions	F-GTD
R	10. How does the teacher's teaching style in English class affect your understanding and engagement in the lesson?		S7-DS-10
S-6	Very influential, with the teacher's teaching style using only the lecture method making me less familiar with the material presented (Line 10)	Affects learning	F-AL

Appendix 7. Documentation of the research

Documentation of Observation and Semi-Structured Interview



