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THE STUDENTS' EXPECTATION ON TEACHER'S STYLE IN TEACHING ENGLISH AT SMK TELKOM PEKANBARU



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THE STUDENTS' EXPECTATION ON TEACHER'S STYLE IN TEACHING ENGLISH AT SMK TELKOM PEKANBARU



BY:

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A Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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ABSTRACT**Syifa' Azzahro (2025): The Students' Expectations of Teacher's Teaching Style in English Language Learning at SMK Telkom Pekanbaru.**

This study aims to identify students' expectations regarding teaching styles in English language learning at SMK Telkom Pekanbaru. It employs a descriptive quantitative approach, with teaching styles categorized based on Grasha's theory. The population of the study consists of 218 tenth-grade students from eight classes in the 2024/2025 academic year. A total of 122 students were randomly selected using a random sampling technique. Data were collected through questionnaires and analyzed using the Likert scale. The results show that students highly favor the Facilitator (83.52%) and Delegator (80.45%) teaching styles, both falling into the Very High category. Meanwhile, the Expert (74.32%), Personal Model (78.89%), and Formal Authority (72.21%) styles received high preference, categorized as High. These findings suggest that students tend to expect teaching approaches that allow them to actively participate in the learning process, favoring styles that encourage interaction and exploration.

ABSTRAK

Syifa' Azzahro, (2025) : ekpektasi siswa terhadap gaya mengajar guru dalam pembelajaran bahasa Inggris di SMK Telkom Pekanbaru

Penelitian ini bertujuan untuk mengidentifikasi harapan siswa terhadap gaya mengajar dalam pembelajaran Bahasa Inggris di SMK Telkom Pekanbaru. Penelitian ini menggunakan pendekatan kuantitatif deskriptif, dengan gaya mengajar yang dikategorikan berdasarkan teori Grasha. Populasi dalam penelitian ini terdiri dari 218 siswa kelas sepuluh dari delapan kelas pada tahun ajaran 2024/2025. Sampel sebanyak 122 siswa dipilih secara acak dengan menggunakan teknik random sampling. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan skala Likert. Hasil penelitian menunjukkan bahwa siswa lebih menyukai gaya mengajar Facilitator (83,52%) dan Delegator (80,45%), yang termasuk dalam kategori Sangat Tinggi. Sementara itu, gaya mengajar Expert (74,32%), Personal Model (78,89%), dan Formal Authority (72,21%) mendapat preferensi tinggi, tetapi termasuk dalam kategori Tinggi. Temuan ini menunjukkan bahwa siswa cenderung mengharapkan pendekatan pengajaran yang memungkinkan mereka untuk berpartisipasi aktif dalam proses pembelajaran, dengan gaya mengajar yang memberikan ruang untuk interaksi dan eksplorasi.

ملخص

شفاء الزهرة، (٢٠٢٥): توقعات الطلاب تجاه أسلوب التدريس لدى المعلم في تعليم اللغة الإنجليزية في مدرسة تيلكوم الثانوية المهنية ببنبارو

يهدف هذا البحث إلى التعرف على توقعات الطلاب تجاه أسلوب التدريس لدى المعلم في تعليم اللغة الإنجليزية في مدرسة تيلكوم الثانوية المهنية ببنبارو. استخدم هذا البحث المنهج الكمي الوصفي، مع تصنيف أساليب التدريس استناداً إلى نظرية "غراشا". ت تكون عينة البحث من ٢١٨ طالباً من الصف العاشر موزعين على ثالثي صفوف في السنة الدراسية ٢٠٢٤/٢٠٢٥. تم اختيار ١٢٢ طالباً عشوائياً باستخدام تقنية السحب العشوائي. جُمعت البيانات من خلال استبيان، وتم تحليلها باستخدام مقاييس ليكرت. أظهرت نتائج البحث أن الطلاب يفضلون أسلوب التدريس القائم على دور الميّز (٪٨٣.٥٢) والمفوض (٪٤٥)، وهو يدخلان في فئة عالية جداً. بينما حظيت أساليب التدريس الخير (٪٣٤.٣٢)، والنموذج الشخصي (٪٧٨.٨٩)، والسلطة الرسمية (٪٧٢.٢١) بفضيل عالٍ لكنها تدرج ضمن فئة عالية. تُظهر هذه النتائج أن الطلاب يميلون إلى توقع أسلوب تدريس يُمكّنهم من المشاركة الفعالة في عملية التعلم، ويوفر مساحة للتفاعل والاستكشاف.

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Appendix 2 : Result

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Appendix 5 : Curriculum Vitae

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the primary tool used by humans to communicate, convey ideas, thoughts, and emotions. Chaer (2015) defines language as a system of arbitrary symbols used by humans in a society. In the era of globalization, foreign language skills, particularly English, have become increasingly important due to their role as a lingua franca a bridge language for speakers from different linguistic backgrounds (Crystal, 2003). English has now become the main medium in various fields such as technology, business, education, and diplomacy. Mastery of English opens access to global information, expands job opportunities, and enhances individual competitiveness in the international market. Therefore, English plays a strategic role in preparing the younger generation to face global challenges.

In Indonesia, English has been taught as a compulsory subject from elementary school to high school. The national curriculum places English as one of the core subjects designed to improve students' reading, writing, speaking, and listening skills (Ministry of Education and Culture, 2013). However, despite its importance, the implementation of English learning often faces various challenges. One of the major obstacles is the low motivation of students to learn English. According to Hamid, Susanto, and Setiawan (2019) more than half of Indonesian students find it difficult to learn English due to a lack of interest and the perception that English is a difficult subject.

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In addition to motivation, students' low interest in learning English is also a significant issue. A study by Hapsari and Zamzam (2020) reveals that the majority of vocational high school students learn English due to curriculum requirements rather than personal needs or interests. Many students feel that the material taught is irrelevant to their needs, leading to a lack of interest in delving deeper into the subject. This low interest not only affects students' learning outcomes but also hinders the development of communication skills required in the workforce. In fact, in the era of globalization, English proficiency is one of the most sought-after skills, especially in the technology and communication sectors.

Another factor that exacerbates the situation is students' low self-confidence in using English, both orally and in writing. Rahman (2020) notes that many Indonesian students are afraid to speak English due to the fear of making mistakes. This fear makes them hesitant to actively participate in class, thus reducing the effectiveness of learning. This lack of self-confidence is often caused by previous negative experiences, such as harsh corrections from teachers or teasing from peers. As a result, students prefer to remain silent rather than risk making mistakes in speaking or writing.

Teachers play a crucial role in addressing these issues. As learning facilitators, teachers are responsible for creating a supportive and motivating learning environment. Grasha (1996) suggests that a teacher's teaching style greatly influences how students respond to learning. The five teaching styles identified by Grasha are expert, formal authority, personal model, facilitator, and

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delegator can be used to tailor the teaching approach to students' needs. Teachers who can apply a flexible teaching style that is suited to students' conditions can help increase students' interest and motivation in learning English.

Although the role of teachers is critical, research focusing of students' expectations on teachers' teaching styles in English learning is still limited, especially in Indonesia. Vroom's (1964) Expectancy Theory explains that individual motivation is influenced by the extent to which their expectations about specific outcomes are met. In the context of learning, if students feel that their teachers' teaching styles align with their expectations, their motivation to learn will increase. Conversely, if their expectations are unmet, they are likely to lose interest and feel demotivated. Therefore, understanding students' expectations of their teachers' teaching styles is a strategic step in enhancing the quality of education.

This issue is especially relevant at SMK Telkom Pekanbaru, a vocational school focused on technology and communication. As a vocational high school, SMK Telkom Pekanbaru is dedicated to developing the skills needed in the modern workplace, including English proficiency. However, based on initial observations, many students at this school exhibit low motivation, interest, and self-confidence in learning English. This presents a challenge for teachers in finding teaching approaches that align with students' needs. Understanding students' expectations can help teachers design more effective learning strategies

This study aims to investigate “ The Students' Expectations on Teachers Style in English Learning at SMK Telkom Pekanbaru”. Using Grasha's (1996)



theory of teaching styles and Vroom's (1964) Expectancy Theory, this research seeks to identify the students' expectations in learning English. It is hoped that the results of this study will contribute both theoretically and practically to improving the quality of English education in vocational schools, as well as providing recommendations for teachers in choosing teaching approaches that are more appropriate to students' needs.

B. Problem of Study

1. Identification of the Problems

- a. How are the students' expectation on teacher's style in teaching English at SMK Telkom Pekanbaru?
- b. What are the most expected teaching styles by students at SMK Telkom Pekanbaru?

2. Limitation of the Problems

Based on the identification of the problem, the researcher limits the problem to the investigation the students' expectation on teacher's style in teaching English at SMK Telkom Pekanbaru.

3. Formulation of the problems

The problems of this research can be formulated in the following research questions:

- a. How are the Students' Expectation on teacher's style in teaching english at SMK Telkom Pekanbaru?
- b. Which teaching style is most preffered by students in teaching English at SMK Telkom Pekanbaru?



C Objectives and Significant of the Research

1. Objectives of the Research

Objectives of the study are as follows:

- a. To investigate the students' expectation on teacher's style in teaching english at SMK Telkom Pekanbaru
- b. To find out the teaching styles that is more preffered in teaching English at SMK Telkom Pekanbaru

2. Significant of the Research

- a. For the teacher, the researcher hopes this research can be used as a reference for the teacher, so that the teacher can increase their style during english learning process. The teacher can be easy to teach students so that goal can be achieved well.
- b. For students, the result of this research will make students interested and enjoy in teaching learning process.
- c. For further researchers, the result of this research as additional information for doing a further research as a new reference for better research in the future.

D. Definition of the Term

1. Students' Expectation

Student expectations in general and the expectations of academic aspects of higher education services such as teaching quality, teaching methods, and course content in particular, are quite stable over time. (Voss, Gruber, & Szmigin, 2007). So in the research, researcher investigate the

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students to know their expectation on teacher's style in teaching english at SMK Telkom Pekanbaru.

2. Teacher's Teaching Style

One teaching style involves a complex mix beliefs, attitudes, strategies, technique, motivation, personality and control. The teacher's teaching style can be seen when they conduct the teaching and learning process (Wright, 1987). So in this research, we know about the teacher's teaching style from the student's expectations and the result of interview from the teacher's.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Definition of Teaching

Teaching is the didactic process in which both the teacher and student participate, and its main goal is to promote and support learning. (Lesiak, 2015) Teaching means instructing, informing as a master, delivering any doctrine or art or words to be learned; or giving intelligence. (Samuel& john, 1828). Teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” (A & Norman, 1963)

Teaching should be defined with a term of learning, because “teaching” facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process. (Douglas, 2000). Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter. (Morrison, 2009) Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person (N. L, 2008). Teaching is an interactive process, primarily involving class room talk which take place between teacher and pupil and occurs during certain definable activity. (Emidon, 2008)



2. Aims and The Principles of Teaching

a. The Aims of Teaching English

according to Thompson and Write, there are four specific aims of teaching English at the school stage:

- 1) To understand spoken English : at school level, the student should have the ability to understand spoken English, needed in ordinary conversation, exchange of directions and listen to lecture, talks, running commentary on matches, and news bulletins etc. On the radio and participation in school debates and dramas.
- 2) To speak English : at the second stage speaking English is easier than reading and writing. At the same time speaking is more difficult and reading as it requires the ability to produce sounds and to speak with proper stress and intonation. Speech is of unique importance in learning a language. It is the base for all language learning. This aim of teaching English is being neglected in our schools, because it is not important from the examination point of view.
- 3) To understand written English : the third stage is to understand written English. It is very important for students. It enables them to have and access to latest information in their subject of studies.
- 4) To write English : writing English comes last. But it is equally important. Writing is not less important than listening, speaking and reading. One of the aims of teaching English should be to enable the school-leavers to write in English simple letters, applications,

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descriptions, and accounts of events. The ability to write in english is needed in offices, because english continues to be the language of administration at the central level. It is also the language of communication between the center and the states and between one state and the other. The ability is also needed in college and university where one has to take notes from lectures delivered in english as well as from the books and journals published in english. Student be able to write english correctly and legibly. (Tiwary, 2008).

b. The Principle of Teaching

A few principles of teaching which are of general nature are explained below:

- 1) Principle of Definite Objectives. While teaching anything, the teacher should first of all fix up some objectives. Then he can select the material, use the appropriate methods and then ultimately ensure the attainment of those objectives. In the absence of definite objectives teaching may not remain purposeful activity. The learners may also deviate and may fail to achieve anything solid.
- 2) Principle of Model Presentation. The teacher who presents the material while teaching should see that his presentation is really a model one in every way. The personality of the teacher, his behaviour actions etc. should be model. The learners imitate the teacher to the maximum. So the teacher should present all excellences of life in him which he ultimately wants the learners to acquire in life. The

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pronunciation of the language that he uses for teaching should be reasonably good. Through his behaviour he should reflect regularity punctuality, honesty, truth, sincerity etc. Then only he will be able to make his learners reach the goals of ideal life. That way only his teaching will come out to be worthwhile and profit yielding for the humanity.

- 3) Principle of Selection of Material. In teaching whatever material is to be presented by the teacher should be well selected. It should be in accordance with the aims and objectives of teaching. It should also be according to the likings and the mental level of the learners. Then only it will be digested by the students properly. The right selection of material will result into proper teaching and hence desired results.
- 4) Principle of Gradation. The material which is selected should be graded properly. By gradation we mean which item will come at serial No. 1, which item after that end which item at the end. While grading the material, easy and simple things will come first and difficult and complicated things will occur afterwards. Thus placement of material in graded form will make teaching-learning process more effective.
- 5) Principle of Activity. The traditional methods of filling up the minds of the children with a lot of information are useless now. The learners sitting passive in the class are not considered good students. Teaching-learning is a bipolar process. Both the teacher and the students should

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remain active. The more the activity of the children, the better is the teaching-learning process.

6) Principle of Correlation. Good teaching makes the students feel everything for better life. The learner in the classroom feels as if he is being prepared for better life. A good teacher tries to correlate his teaching with life. He also tries to correlate one subject with various other subjects which the student is expected to study. According to John Dewey" Education and life are two different names for the same phenomenon. Education which does not prepare the student for life is meaningless. Suppose the teacher is teaching arithmetic to the students, he should enable the students to apply that knowledge in his day to day life situations. While making purchases in the market the student can apply the knowledge of mathematics and thus he feels happy and satisfied. The teacher of English should also teach English in such a way so that the student feels that he is becoming a better social being by the study of this subject. He should be enabled to speak English with his parents, relatives, teachers or friends. He should also be able to listen to TV Programmes telecast in English. It will give him a lot of confidence

7) Principle of Child Centredness. Teaching should be made child centred as far as possible and it should not be allowed to remain teacher centred as it has been so far. By child centredness we mean interest and liking of the student should be given priority while

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teaching. No subject matter should be made meaningful for the child. It should be taught to the child as per his liking and in no case it should be thrust upon him. Thus the child who is not interested in studies should not be compelled to study. He should first of all be mentally prepared for studies. Then only any teaching done for him will be of any use.

- 8) Principle of Co-operation. Teaching-learning is a co-operative venture of all concerned. For the best teaching, the teacher, the students, the Head of the institution, the parents and everyone else concerned with it co-operates. Then only there is efficient teaching and good learning by the students. Sometimes the Head of the school does not cooperate with the teachers, the result is poor teaching. Thus co-operation of the teacher, the taught and the Head of the Institution forms the basis of efficient teaching-learning.
- 9) Principle of Planning. The principle of planning is the sine qua non of efficient teaching. The teacher comes prepared with everything planned before entering into the class. He tries to foresee the problems and he thinks of their possible solutions. Thus the principle of planning helps him to perform his duty of teaching excellently . A good teacher keeps his planning flexible throughout. He may mould things here or there according to the need and requirements of the learners in different situations.

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10) Principle of Individual Differences. In any group of students, no two individuals are exactly the same. There are always variations as far as likings and dislikings, attitudes and aptitudes are concerned. The teacher teaching the whole group by using one and the same method and dealing with everyone in the same way will fail miserably. A good teacher expects the individual differences among the students. He tries to deal with the students according to their individual differences. He tries to satisfy one and all by using different tactics and strategies of teaching (Elizabeth & Rao, 2004).

3. Teacher's Teaching Style

a. Definition of Teacher's Teaching Style

Teaching style is a form of teacher performance when teaching. Both curricular and psychological. The teaching style of teachers is curricular in that they are teachers who teach tailored to the objectives and nature of certain subjects. Meanwhile, the psychological teaching style is teacher teaching that is adjusted to student learning motivation, class management and evaluation of learning outcomes (Thoifuri, 2008).

Teaching style is a variety of teacher teaching behaviors. When traced, an overview of general pattern of interaction between teachers, content or learning materials and students will be obtained (Ali, 2002). Teacher's teaching style can also be affected by educational system. There are formal and informal teachers, who have different view of teachers teaching style. Noel Enwtistle stated that formal teacher

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understand their obligation in term of the limited viewpoint of education, which is dominant is result of examination and vocational training. Moreover informal teachers emphasize the students comfort of school and chance for student expression.

The teaching style is the way a person teaches by nature, habitual, inclination or even a custom that is used to convey information and skills in the classroom (Peacock, 2001). In addition, Grasha (1996) says that teaching styles represent the pattern of needs, beliefs and behavior shown by teachers in the classroom. Gregorc (1979) indicated that a teaching style consist of a teachers personal behavior and the media used to transmit data to or receive it from the learner.

b. Types of Teaching Style

There are many type of teaching styles. Some experts propose their point of view about it. Grasha (1996) proposed five different styles of teaching and they are:

- 1) Expert style
 - a) Definition: Expert style is highlighted by teachers who have the knowledge and expertise in the subject matter. Teachers who practise this style require their students to always be prepared and emphasize the dissemination of information to the maximum.
 - b) Advantage: The information, knowledge, and skills such individuals possess.

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c) Disadvantage: If overused, the display of knowledge can be intimidating to less experienced students. May not always show the underlying thought processes that produced answers.

2) Formal authority

a) Definition : The formal authority is when a teacher of this style always gives positive or negative feedback to the students. They assume that the teaching should be done in a standard form, accurate, and accepted by students which include teaching goals set by the school and students behavior rules enshrined in school law.

b) Advantage: The focus on clear expectations and acceptable ways of doing things.

c) Disadvantage: A strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

3) Personal model

a) Definition : The teaching should be done using personal examples and teach by example. Teacher tend to act as a prototype to students on how to think and behave.

b) Advantage: An emphasis on direct observation and following a role model.

c) Disadvantage: Some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.

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4) Facilitator

- a) Definition : Facilitator style emphasized teacher interaction with students. They provide guidance and give direction by asking questions, giving options to explore, give recommendations of alternatives and develop criteria for selection.
- b) Advantage: The personal flexibility, the focus on the students needs and goals, and the willingness to explore options and alternative courses of action.
- c) Disadvantage: Style is often time consuming and is sometimes employed when a more direct approach is needed..

5) Delegator

- a) Definition : Delegator style is concerned to shape students ability to learn autonomously. Students are encouraged to carry out task independently when implementing a project. Teachers can help students to become self reliant and self supporting.
- b) Advantage: Helps students to perceive themselves as independent learners.
- c) Disadvantages: May misread students readiness for independent work. Some students may become anxious when given autonomy.

c. Approaches to identifying the elements of style

- 1) General Modes of Classroom Behavior: Webster dictionary defines style as “a manner or mode of acting or performing, a distinctive or

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characteristic manner, or a manner or tone assumed in discourse.” The idea that style represents those personal dispositions people publicly display also is evident in the education literature.

- 2) Characteristics Associated with a Popular Instructor: Typically such individuals have characteristics that colleagues and students judge to be unique and interesting.
- 3) The Teaching Methods Employed: The preferred instructional practices of teachers describes their style. Thus, a person might be labeled a “lecturer,” “discussion leader,” or perhaps a “Socratic teacher.” Here, style becomes synonymous with the methods employed in the classroom.
- 4) The Teaching Methods Employed: The preferred instructional practices of teachers describes their style. Thus, a person might be labeled a “lecturer,” “discussion leader,” or perhaps a “Socratic teacher.” Here, style becomes synonymous with the methods employed in the classroom.
- 5) The Roles Teachers Play: Roles are consistent patterns of behaviors that guide and direct our thoughts and behaviors in specific situations. The processes associated with teaching demand that faculty play a number of roles. They may assume the role of a consultant, resource person, personal model, prescriptive advisor, or other roles. When teachers are flexible, they are able to assume various roles to meet the demands of particular situations.

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- 6) Personality Traits: Characteristics found in a formal theory of personality are used to describe the styles of college teachers. Or, the outcomes of observations and/or interviews cluster faculty members into groups with similar characteristics. Such dispositions help us to understand the differences that exist among instructors.
- 7) Archetypal Forms: Basic yet pervasive forms or models of teaching are identified. To varying degrees, all teachers are Teacher-centered; Student-centered]. Variations on the archetypes occur as instructors interpret each form somewhat differently. However, they are still a pervasive theme in how someone approaches the task of teaching.assumed to be representations or copies of these basic forms
- 8) Metaphors for Teaching Analogies, similes, allegories, and other forms of figurative language are employed to describe the behaviors of teachers [e.g., Midwife, Yoda, Coach, Matador, Gardener]. Such metaphors reflect our beliefs, attitudes, and values and thus constitute a personal model of the teaching- learning process that we use to guide and direct our actions.

d. Categories of teaching style

According to grasha(1996) there are 10 categories of teaching style, namely :

- 1) Analytic/Synthetic Approach: Ability to present and discuss theoretical issues and new developments area from several points of

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view, For Example: Discusses points of view other than his/her own.

Contrasts implications of various theories

- 2) Organization/Clarity: Has clear course objectives and organizes the information for students to learn, For Example: Explains material clearly and is well prepared.
- 3) Teacher-Group Interaction: Extent to which discussions and a mutual sharing of ideas on issues occurs, For Example: Encourages class discussions and invites criticism of own ideas.
- 4) Teacher-Individual Student Interaction: The instructor is approachable, interested in students, and respects them, For Example: Relates to students as individuals and is accessible outside of class.
- 5) Dynamism/Enthusiasm: Degree to which the instructor is energetic, stimulating, and enjoys teaching, For Example: Is able to demonstrate that he/she enjoys teaching the content.
- 6) General Teaching Ability: Abilities that form a consistent pattern across different instructional styles, For Example: Able to stimulate intellectual curiosity of students. Presents material in an interesting manner.
- 7) Overload: Difficulty of course requirements and the amount of assigned course work, For Example: Assigned very difficult readings.
- 8) Structure: Ability of teacher to plan the details of class sessions and to organize a course, For Example: Has everything organized according to a schedule.

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- 9) Quality: Concern teacher has for the quality of student work and their performance, For Example: Tells student when they have done a good job.
- 10) Student-Teacher Rapport: The nature and quality of teacher-student interaction within the classroom, For Example: Listens attentively to what class members have to say.

e. Classroom preference and psychological type

Lawrence(1993) and Fireston (1993) stated that there are some classroom preferences and psychological type, that is :

- 1) Introverted Types: Prefer to structure assignments and to exercise direct control over classroom proceedings and assignments. Also are somewhat inflexible in how a class session is conducted and are concerned with their personal goals for the class.
- 2) Extraverted Types: More likely to give students a broader range of choices about what to study and how to learn. Are more open with students and able to detect changes in students' attention, performance on activities, and their expectations for the course.
- 3) Sensing Types: Emphasize the facts and the acquisition of concrete skills. Use activities that allow students a narrow range of choices.
- 4) Intuitive Types: Encourage students to go beyond the facts, to gain an understanding of the relationships between different ideas, and to consider broader implications. Try to help students discover new insights into concepts and had how ideas can be transformed to

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become something new and different. Give students a range of activities and more likely to move freely around the room while teaching.

- 5) Thinking Types: Provide students with very little comment, praise, or critique regarding their behavior. Have very little “off task contact” with students. More attentive to their own behaviors than to those of their students and have students focusing more on what the teacher does. Deal with the class as a whole entity rather than examining the work and accomplishments of individual students.
- 6) Feeling Types: Communicate the importance of each student’s individual work. Provide consistent praise as well as constructive positive and negative feedback on the work students complete. Assists students with examining their values and the role personal values play in making decisions and solving discipline related problems. Allow students to spend more time on individual work and projects. Able to focus on the needs of more than one student at a time.
- 7) Judgment Types: Repetitious, unidirectional, orderly, and controlling in their teaching methods. Emphasize adherence to structure, schedules, and deadlines. Prefer assignments and group work where a specific product or outcome is produced. Impatient with students who are not organized or who procrastinate doing assignments.
- 8) Perception Types: Employ classroom procedures that encourage student participation. They usually teach in a more flexible manner

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and are often spontaneous in what they do. More comfortable with open-ended discussions and asking students to engage in small group discussions and tasks.

4. Students' Expectation

a. Definiton of Students' Expectation

Students' expectations regarding teaching styles are shaped by a variety of factors that interact with each other. Eccles and Wigfield (2002) define expectancies as individuals' beliefs about how well they will perform on various tasks, noting that these expectations are heavily influenced by stable causes, such as ability or skill, more so than unstable factors like effort. "Expectancies refer to beliefs about how one will do on different tasks or activities" (Eccles & Wigfield, 2002). These expectations for success, whether in the immediate or long term, also depend on how students attribute their past performances. "The stability dimension influences individuals' expectancies for success: Attributing an outcome to a stable cause such as ability or skill has a stronger influence on expectancies for future success than attributing an outcome to an unstable cause such as effort" (Eccles & Wigfield, 2002).

In addition to the internal factors that shape expectations, students' past experiences play a crucial role in forming their expectations for future performance. Grimes (2002) argues that metacognitive theory suggests that students develop their expectations based on their past experiences and the feedback they have received.

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"Metacognitive theory indicates that student expectations are formed based on past experiences" (Grimes, 2002). This aligns with the idea that students' expectations are also influenced by their perceptions of the quality of teaching and engagement they receive from their instructors. According to Kandiko and Mawer (2013), students have clear expectations regarding the level of engagement and enthusiasm that their teachers should demonstrate in their teaching. "Students also expressed expectations about the level of engagement and enthusiasm an academic tutor should show toward their subject whilst teaching" (Kandiko & Mawer, 2013).

Moreover, the perception of teacher-student relationships can have a significant impact on students' expectations and academic achievement. Muller et al. (1999) found that when students perceive their teachers as caring, their self-expectations and subsequent academic performance are enhanced. "When students perceived their teachers as caring, students' self-expectations, consequent achievement and behaviour were enhanced" (Muller et al., 1999). This finding is important because it emphasizes the role of emotional support and teacher-student rapport in fostering positive student outcomes. Mitchell and Beach (1975) further support this notion, stating that the strength of an individual's expectancy to act depends on the perceived consequences of their actions and how attractive those outcomes are. "The strength of a tendency to act in a certain way depends on the strength of an expectancy

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that the act will be followed by a given consequence and on the value or attractiveness of that consequence to the actor" (Mitchell & Beach, 1975).

Finally, students' expectations are not only shaped by their internal beliefs and teacher relationships, but also by their comparison with peers. Clayson (2005) suggests that students often assess their performance against a common subjective standard, which is influenced by their own experiences and expectations. "Students appear to hold a common subjective level of performance and compare their own with that level. The subjective norm would most likely be set by the students' experience and expectations" (Clayson, 2005). Collectively, these theories illustrate that students' expectations regarding teaching styles are shaped by a complex interplay of factors, including their past experiences, perceptions of teacher engagement, and the social norms they encounter in the classroom.

Vroom's Expectancy Theory provides a useful framework to further understand how students form and act upon their expectations. According to Vroom, motivation is influenced by three key components: expectancy, instrumentality, and valence. Expectancy refers to the belief that effort will lead to a desired level of performance. In the context of teaching styles, students' expectations about their teachers' teaching methods can influence their effort and engagement in class. Instrumentality refers to the belief that a certain level of performance will

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lead to specific outcomes, such as rewards or academic success. In this case, students might believe that effective teaching will lead to improved academic results. Valence refers to the value or importance placed on the outcomes. If students value the outcomes of their efforts such as grades or learning this will enhance their motivation to engage with the teaching style. Collectively, these components explain how students' expectations regarding teaching styles, their expectations for success, and the value they assign to learning outcomes interact to influence their academic behavior and performance.

B.Relevant Research

There are some previous studies that correlated with “ The Students’ Expectation on Teacher’s Style in Teaching English at SMK Telkom Pekanbaru”. The Students’ Expectation on Teacher’s Style In Teaching At SMK Telkom Pekanbaru” as follow:

Achmad, Rahmanita, & Khan, (2023) The study, "Investigating Students' Expectations of the Lecturers' Styles in Teaching English," employed a mixed-method approach to examine university students' expectations of their lecturers' teaching styles in English learning. Data were collected through a questionnaire distributed to 45 students and semi-structured interviews with 9 selected participants. The results revealed that students preferred a combination of teaching styles: Facilitator (86.22%), Personal Model (84.44%), and Expert (83.44%). The Facilitator style was the most desired as it encouraged independent learning and active engagement. On the other hand, Formal

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Authority (66.67%) and Delegator (78.58%) styles were less favored when applied independently. This study highlighted the importance of combining student-centered teaching styles to enhance engagement and learning outcomes.

The findings emphasize adapting teaching styles to meet students' expectations, which aligns with the focus of the current study on identifying the most expected teaching styles among high school students.

Loveta, Loeneto, & Vianty (2020) In their research, "Students' Expectation Toward Teacher's Teaching Style And Contribution To Students' English Performance," the researchers aimed to identify students' expectations of their teachers' teaching styles and analyze whether these expectations align with teachers' practices. Using a descriptive quantitative design, they gathered data through questionnaires, documents, and interviews from English teachers and 11th-grade students in three public senior high schools in Sukarami District.

The results revealed that students expected their teachers to use Expert and Facilitator styles. However, teachers often implemented a combination of Expert and Formal Authority styles, which did not fully meet students' expectations. Furthermore, the study found no significant contribution of students' expectations to their academic performance in English. This research informs the current study by highlighting the significance of aligning teaching styles with students' preferences to support effective learning, even if academic performance may not directly correlate.

Lamatokan (2018) The study, "Students' Perception Toward Teachers' Teaching Styles And The Use Of Learning Strategies In Teaching English," was

conducted at SMA Negeri 1 Tobelo and aimed to examine students' perceptions of their teachers' teaching styles and strategies. Using a questionnaire with six indicators, the findings demonstrated that students perceived their teachers' teaching styles and strategies positively, influencing their success in learning English. Students believed their teachers played a crucial role in their educational achievements and career preparation, particularly when effective teaching methods, materials, and media were employed. The study emphasized the importance of teachers' adaptability and awareness in fostering successful learning outcomes. This research supports the present study by underscoring the positive impact of appropriate teaching styles on students' English learning experience.

This study exhibits several similarities and differences when compared to prior research. In terms of similarities, this study aligns with the works of Achmad et al. (2023), Loveta et al. (2020), and Lamatokan (2018), as all focus on students' expectations regarding teachers' teaching styles in English language learning, with teaching styles serving as the primary variable. Similar to the studies by Loveta et al. (2020) and Lamatokan (2018), this research adopts a descriptive quantitative approach utilizing questionnaires as the primary data collection instrument. Furthermore, the shared objective of these studies is to provide educators with insights that enable them to align their teaching styles with students' expectations, ultimately fostering more effective learning outcomes.

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However, this study diverges from prior research in several significant ways. It is conducted in the context of a vocational high school (SMK Telkom Pekanbaru), which features a unique student demographic distinct from universities or general high schools examined in earlier studies. Additionally, this research exclusively examines students' expectations of teaching styles without exploring their potential impact on academic performance, as investigated by Loveta et al. (2020). The methodological approach also differs, as this study employs a fully quantitative design, unlike Achmad et al. (2023), which utilized a mixed-method approach. By focusing on vocational high school students, this study seeks to address a gap in the literature, contributing to a deeper understanding of students' expectations of teaching styles within the context of vocational education, a domain that has received limited attention in previous research.

C. Operational Concept

Expectation is what is considered the most likely happen. An expectation, which is belief that is centered on the future, may or not be realistic. Students is a person who is studying at a school so, the students expectation is a person that belief about what might happen in the future, specially in their learning process.

This study have two variables, namely the independent variable and the dependent variable. Students' expectations are the dependent variable (X) because it will affect the result of teacher's style, while the teachers' style is the independent variable (Y) because the result of teacher's style will be influenced

by students' expectations. There are several indicators from students' expectation on teacher's style in teaching english as follows:

1. Variable X : Teachers Teaching Style

The independent variable (X) in this study is the teacher's teaching style, which is a crucial factor influencing students' expectations. The teaching style refers to the specific approach a teacher employs to facilitate learning. Grasha (1996) identifies several types of teaching styles, which include:

- Expert Style : Teachers with this style are highly knowledgeable and provide clear, structured lessons that emphasize mastery of the subject matter.
- Formal Authority Style : Teachers who adopt this style establish clear rules and expectations, directing students in a well-defined, systematic manner to achieve academic goals.
- Personal Model Style : Teachers serve as role models, demonstrating behaviors and skills they expect students to emulate while fostering an interactive learning environment.
- Facilitator Style : Teachers using the facilitator style encourage students to take an active role in the learning process, offering guidance but allowing students autonomy in their learning.
- Delegator Style : Teachers adopting this style provide students with significant independence, promoting self-directed learning and decision-making in educational activities.

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2. Variable Y : Student Expectation

The dependent variable (Y) in this study is students' expectations of their teachers' teaching styles. Vroom's Expectancy Theory (1964) is employed to understand how students form their expectations about the potential outcomes of different teaching styles. According to Vroom's model, students' expectations are shaped by three key components: Expectancy, Instrumentality, and Valence. Indicators of Students' Expectations:

- a) **Expectancy** : Expectancy refers to students' belief that their efforts in engaging with the lesson will lead to improved understanding and academic success. Students expect that active participation in class will enhance their comprehension of the material being taught.
- b) **Instrumentality** : Instrumentality is the belief that good performance will lead to desired rewards or outcomes. In this context, students expect that their engagement with the teacher's style will result in academic achievement. Students expect that following a structured and systematic teaching style will result in better exam performance or higher grades.
- c) **Valence** : Valence represents the value or importance that students place on the outcomes of their educational efforts. In this study, students evaluate the perceived worth of the results that emerge from the teacher's style. Students value teaching styles that incorporate interaction and participation, believing that these styles contribute to a more enjoyable and effective learning experience

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CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher was conducted descriptive quantitative method. Sugiyono (2013) stated that can be interpreted as a research method that based on the philosophy of positivism used to research on certain population or sample, data collection using research instrument, data instrument, data analysis is quantitative with the purpose of testing the hypotheses that have been set. Philosophy of positivism looks at the reality of that phenomenon classified, relatively fixed, concrete, observable, measurable, and symptom relationship causal research is generally conducted on the population or certain representative sample.

Descriptive research is a research method that seeks to provide systematic and careful with an careful with the actual facts and the nature of certain population. Which in aim to solve the actual problems faced now and collect data information to be arranged describe, and analyzed (Margono,2013). Based on the explanation above, this research is aim to know the students' expectation on teacher's style in teaching english. The researcher used questionnaire to get information of students' expectations on teacher's style at SMK Telkom Pekanbaru.

B. Time and Location of the Research

This research was conducted at SMK Telkom Pekanbaru on 22 November 2024 Academic Year 2024/2025, located at Esemka street No.5, Binawidya, Pekanbaru City, Riau, 28291.

C. Subject and Object of the Research

1. The Subject of the Research

The subject of this research were the all students of the tenth grade at SMK Telkom Pekanbaru in the academic year of 2024/2025.

2. Object of the Research

The object of this research was the Students' Expectation on Teacher's Style in Teaching English at SMK Telkom Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

The population of this research was students tenth grade at SMK Telkom pekanbaru in the academic year 2024/2025 that consisted of 8 classes.

**Table III.1
Population of the research**

No	Class	Total of students
1.	X Akutansi	39
2.	X Kuliner	10
3.	X Mp	26
4.	X Ph	25
5.	X TKJ 1	26
6.	X TKJ 2	24
7.	X TKR 1	45
8.	X TSM	23
Total of Population		218

2. Sample of The Research

According to the Slovin formula, when the total population is known, a representative sample can be determined by applying a specific margin of error.

In this study, the total population consisted of 218 Grade 7 students at SMK Telkom Pekanbaru. Considering the time, energy, and research conditions, the

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researcher decided to use a margin of error of 6%. By applying the formula, the sample size was calculated as:

$$n = \frac{Ne}{1 + Ne^2} = \frac{218}{1 + 218 (0.06)^2!} = \frac{218}{1.785} = 122.2$$

Where:

n = sample size

N= total population size

e = margin of error

Based on the calculation, the required sample size was approximately 122 students. To obtain this sample, the researcher employed a random sampling technique. Random sampling is a method in which every individual or unit in the population has an equal chance of being selected (Sugiyono, 2016). From the total of eight classes, the researcher randomly selected five classes as the sample source, with the number of students in each class adjusted to meet the total sample of 122 students.

Table III.2
Sample of the Research

No	Class	Number of students
1.	X Akutansi	39
2.	X TKJ 1	26
3	X TKJ 2	24
4	X TSM	23
5	X Kuliner	10
Total Sample Students		122students

F. Technique of Collecting Data

In this research, the researcher used one types of technique in collecting

data :

1. Questionnaire

The instrument of this research is questionnaire. To collect data in this study, the researcher used a questionnaire adapted from the journal by Achmad et al. (2023). The form of questionnaire closed question made based on indicators of teaching style by grasha's theory with alternative answer that delivered by researcher. The data from the questionnaire aim to answer the research question about the students' expectation on teacher's style in teaching english. Questionnaire consist of 20 statements that need to be answered honest by the students.

Table III.3
Instrument of Questionnaire

No	Variable	Sub Variable	Indicator	No item	
Students' Expectation on Teacher's teaching style	Teaching Style	Expert style	1-4		
			Formal	5-8	
Authority Style		Personal Model Style	9-12		
			Fasiliator Style	13-16	
9-12		Delegator Style	17-20		

G. Data Analysis Technique

1. Analysis of Questionnaire

To analyze the data in questionnaire, the researcher used likert scale to measure students' expectation of the teacher's style in teaching english.

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Likert scale is used to measure attitudes, opinion and perceptions of a person or group of people about social phenomena (sugiyono, 2015). Using likert scale there were some indicators to arrange instrument items about statement or question answer: strongly agree, agree, neutral, ,disagree and strongly disagree.

Table III.4
Alternative score answer

Statement	Scale Rating	Score
Strongly Agree (SA)		5
Agree (A)		4
Neutral (N)		3
Disagree (D)		2
Strongly Disagree (SD)		1

Students' expectations are expressed on a continuum scale, which allows for the assessment of the extent to which students expect the teacher's style in teaching English. These expectations are categorized into very high, high, sufficient, low, and very low. The total score is entered into the continuum line, the measurement of which is determined by:

- a. Likert scale calculation = $T \times Pn$

T = the total number of respondents who voted

Pn = Choice of Likert score numbers

- b. Determine the maximum score = Likert's highest score \times number of respondents
- c. Determine the minimum score = Likert's score minimum \times number of respondents

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d. Interval formula = $I = \frac{100}{\text{number of likert scale}}$

e. Index Formula (%) = $\frac{\text{total score}}{\text{maximum score}} \times 100 \%$

The researcher calculating the data to describe score of the students' based on their answer, 20 item questionnaire. Then, the researcher gave five alternative answer for students there were strongly agree, agree, neutral, disagree, strongly disagree. After researcher got questionnaire data, found the maximum score, minimum score, interval value used formulas as follow:

a. Maximum score = Likert's highest score \times Number of respondents

$$\begin{aligned} &= 5 \times 122 \\ &= 610 \end{aligned}$$

b. Minimum score = Likert's minimum score \times Number of respondents

$$\begin{aligned} &= 1 \times 122 \\ &= 122 \end{aligned}$$

c. Interval formula = $I = \frac{100}{\text{Number of likert scale}} = I = \frac{100}{5} = 20$

the total score from the questionnaire is calculated and plotted on the continuum scale. The measurement is determined based on the following percentage intervals:

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Table III.5
Interval-Based Score Interpretation Criteria

Interval (%)	Criteria
81%-100%	Very High
61%-80%	High
41%-60%	Sufficient
21%-40%	Low
0%-20%	Very Low

In Analyze the questionnaire, the researcher used the formula as follow:

a. Likert scale calculation = $T \times P_n$

Where:

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

P_n = Choice of likert score numbers (Likert score)

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

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted among 10th-grade students at SMK Telkom Pekanbaru, it can be concluded that students hold high expectations toward all five teaching styles categorized by Grasha, namely Expert, Formal Authority, Personal Model, Facilitator, and Delegator. The overall results show that students' expectations for these teaching styles fall into the High to Very High categories, indicating a generally positive attitude toward various teaching approaches in English learning. The most preferred teaching styles are Facilitator (83.52%) and Delegator (80.45%), both of which fall into the Very High category. This indicates that students favor teaching approaches that encourage active participation, independence, and exploration during the learning process. Meanwhile, the Expert (74.32%), Personal Model (78.89%), and Formal Authority (72.21%) styles also received high expectations, although they fall into the High category. This suggests that while students still value the teacher's role as a source of knowledge and a role model, they prefer more interactive and student-centered approaches.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

- a. The teacher is a person who can influence the students in their learning activities, so the teacher should provide a great style in teaching, students

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which should be better than previous semester by considering the best teacher's teaching style.

- b. The result of this research can be used for the research to identifying the students' expectation of teacher's teaching style and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.

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APPENDIX 1

QUESTIONNAIRE RESEARCH

UIN SUSKA RIAU

QUESTIONNAIRE PENELITIAN

Nama :

Kelas :

Petunjuk pengisian !

1. Bacalah petunjuk pengisian angket dengan cermat!
2. Isilah nama dan kelas pada lembar yang telah disediakan.
3. Pilihlah pendapat tentang harapan/ekpektasi anda sebagai siswa terhadap gaya mengajar guru mata pelajaran bahasa inggris.
4. Berilah tanda centang (✓) dikotak jawaban tersedia sesuai dengan harapan/ekpektasi anda terhadap gaya mengajar guru dalam pembelajaran bahasa inggris, menggunakan alternative jawaban tersedia.

Keterangan jawaban:

SS : Sangat setuju

S : Setuju

N : Netral/ragu-ragu

TS : Tidak setuju

STS : Sangat tidak setuju

No	Pernyataan	Skala Penelitian				
		SS	S	N	TS	STS
1	Explaining and displaying the material in detail are effective in methods (guru menjelaskan dan menyajikan materi secara detail).					
2	Teacher use the lecturing method for half of the learning process (guru menggunakan metode ceramah selama setengah dari proses pembelajaran)					
3	Challenge the student by giving the quiz of the day (guru memberikan kuis harian sebagai tantangan bagi siswa)					
4	The teacher brings the students to have extensive knowledge (guru membantu siswa untuk mendapatkan pengetahuan yang luas)					
5	Students describe the standard and expectations as somewhat strict and rigid (siswa menganggap / menggambarkan standar dan harapan dalam pembelajaran cukup ketat dan kaku).					

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6	The teacher uses the standard way of teaching English (guru menggunakan cara pengajaran bahasa Inggris yang standar)					
7	Students receive frequent verbal/written comments on their performances (siswa sering menerima komentar lisan/tertulis terkait performa mereka)					
8	The teacher sets high standards to achieve effectiveness in learning (guru menetapkan standar tinggi untuk mencapai efektivitas pembelajaran)					
9	The teacher shows us how to do things (guru menunjukkan kepada siswa bagaimana melakukan sesuatu)					
10	Clear instructions are given by the teacher on how to complete the task (guru memberikan instruksi yang jelas tentang cara menyelesaikan sesuatu)					
11	The teacher often shows students how we can be various principle and concept (guru sering menunjukkan cara menggunakan berbagai prinsip dan konsep)					
12	Teacher use their personal experiences to illustrate the material (guru menggunakan pengalaman pribadi untuk menjelaskan materi)					
13	The teacher established group discussions to develop students' critical thinking (guru mengadakan diskusi kelompok untuk mengembangkan pemikiran kritis siswa)					
14	Teachers apply methods which appropriate to students' learning styles (guru menerapkan metode yang sesuai dengan gaya belajar siswa)					
15	Teachers apply activities that can grow the responsibility of students (guru memberikan aktivitas yang menumbuhkan rasa tanggung jawab siswa)					
16	Teachers give students a lot of					

	personal support and encouragement to do this course (guru memberikan dukungan pribadi dan dorongan kepada siswa selama mengikuti mata pelajaran ini)					
17	The teacher encourages group discussion in the class (guru mendorong diskusi kelompok dikelas)					
18	Teacher expect us to learn autonomously through discussion in class (guru mengharapkan siswa belajar secara mandiri melalui diskusi kelas)					
19	Students choose their alternative ways to do the task freely (siswa bebas memilih cara alternatif untuk menyelesaikan tugas)					
20	Teachers ask students to do activities of learning through direct experience (guru meminta siswa melakukan kegiatan pembelajaran melalui pengalaman langsung)					

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QUESTIONNAIRE PENELITIAN

 Nama : *Al-fasyah zulham*

 Kelas : *x akutansi*
Petunjuk pengisian !

1. Bacalah petunjuk pengisian angket dengan cermat!
2. Isilah nama dan kelas pada lembar yang telah disediakan.
3. Pilihlah pendapat tentang harapan/ekpektasi anda sebagai siswa terhadap gaya mengajar guru mata pelajaran bahasa inggris.
4. Berilah tanda centang (✓) di kotak jawaban tersedia sesuai dengan harapan/ekpektasi anda terhadap gaya mengajar guru dalam pembelajaran bahasa inggris, menggunakan alternatif jawaban tersedia.

Keterangan jawaban:

SS : Sangat setuju
 S : Setuju
 N : Netral/ragu-ragu
 TS : Tidak setuju
 STS : Sangat tidak setuju

No	Pernyataan	Skala Penelitian				
		SS	S	N	TS	STS
1	Explaining and displaying the material in detail are effective in methods (guru menjelaskan dan menyajikan materi secara detail).		✓			
2	Teacher use the lecturing method for half of the learning process (guru menggunakan metode ceramah selama setengah dari proses pembelajaran)			✓		
3	Challenge the student by giving the quiz of the day (guru memberikan kuis harian sebagai tantangan bagi siswa)		✓			
4	The teacher brings the students to have extensive knowledge (guru membantu siswa untuk mendapatkan pengetahuan yang luas)		✓			
5	Students describe the standard and expectations as somewhat strict and rigid (siswa menganggap / menggambarkan standar dan harapan dalam pembelajaran cukup ketat dan kaku).		✓			

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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6	The teacher uses the standard way of teaching English (guru menggunakan cara pengajaran bahasa Inggris yang standar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Students receive frequent verbal/written comments on their performances (siswa sering menerima komentar lisan/tertulis terkait performa mereka)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	The teacher sets high standards to achieve effectiveness in learning (guru menetapkan standar tinggi untuk mencapai efektivitas pembelajaran)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	The teacher shows us how to do things (guru menunjukkan kepada siswa bagaimana melakukan sesuatu)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Clear instructions are given by the teacher on how to complete the task (guru memberikan instruksi yang jelas tentang cara menyelesaikan sesuatu)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	The teacher often shows students how we can be various principle and concept (guru sering menunjukkan cara menggunakan berbagai prinsip dan konsep)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Teacher use their personal experiences to illustrate the material (guru menggunakan pengalaman pribadi untuk menjelaskan materi)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	The teacher established group discussions to develop students' critical thinking (guru mengadakan diskusi kelompok untuk mengembangkan pemikiran kritis siswa)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Teachers apply methods which appropriate to students' learning styles (guru menerapkan metode yang sesuai dengan gaya belajar siswa)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Teachers apply activities that can grow the responsibility of students (guru memberikan aktivitas yang menumbuhkan rasa tanggung jawab siswa)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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16	Teachers give students a lot of personal support and encouragement to do this course (guru memberikan dukungan pribadi dan dorongan kepada siswa selama mengikuti mata pelajaran ini)					
17	The teacher encourages group discussion in the class (guru mendorong diskusi kelompok dikelas)	✓			✓	
18	Teacher expect us to learn autonomously through discussion in class (guru mengharapkan siswa belajar secara mandiri melalui diskusi kelas)			✓		
19	Students choose their alternative ways to do the task freely (siswa bebas memilih cara alternatif untuk menyelesaikan tugas)					
20	Teachers ask students to do activities of learning through direct experience (guru meminta siswa melakukan kegiatan pembelajaran melalui pengalaman langsung)					



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APPENDIX 2

RESULT

UIN SUSKA RIAU

THE RESULT OF QUESTIONNAIRE STUDENTS' EXPECTATION ON TEACHER'S STYLE IN TEACHING ENGLISH AT SMK TELKOM PEKANBARU

Respondent	gender	class	EXPERT STYLE				FORMAL AUTHORITY STYLE				PERSONAL MODEL STYLE				FACILITATOR STYLE				DELEGATOR STYLE				Total Score
			Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	
1	L	AKT	4	3	4	4	4	3	3	1	3	5	4	5	5	2	4	3	5	2	4	4	72
2	L	AKT	4	3	3	5	5	3	5	4	5	5	4	3	4	5	4	5	5	3	4	4	83
3	L	AKT	3	5	4	4	4	5	1	4	5	5	5	3	3	4	3	5	3	4	4	5	78
4	L	AKT	3	4	3	5	3	5	4	3	5	5	5	5	4	4	2	3	5	2	3	3	76
5	L	AKT	5	3	3	5	5	4	1	4	5	5	5	4	5	4	5	5	3	4	5	5	85
6	L	AKT	3	3	5	5	5	4	4	4	3	4	4	5	5	4	5	5	2	4	4	1	78
7	L	AKT	4	2	5	3	4	2	2	3	1	5	4	5	4	5	4	5	5	2	4	5	74
8	L	AKT	3	4	3	1	4	2	4	4	5	2	4	5	5	4	4	4	4	4	4	5	75
9	L	AKT	5	4	2	5	2	5	1	2	4	2	5	2	4	5	5	2	5	4	5	5	74
10	L	AKT	4	5	3	4	4	5	1	5	4	2	1	4	5	4	4	5	4	3	4	4	75
11	L	AKT	4	3	3	3	2	4	4	4	5	5	4	1	5	5	3	5	5	5	4	5	79
12	L	AKT	5	4	4	3	4	4	5	2	5	5	5	3	4	5	2	5	5	4	4	5	83
13	L	AKT	5	4	3	3	1	5	4	4	5	4	5	5	5	5	3	4	5	2	5	5	82
14	L	AKT	1	3	4	4	3	2	3	4	4	4	4	3	4	4	3	5	3	5	4	5	72
15	L	AKT	3	5	3	5	2	4	3	3	4	5	4	3	1	4	5	5	5	3	4	5	76
16	L	AKT	4	3	4	4	4	4	5	3	4	5	5	4	5	5	5	4	3	5	4	3	83
17	L	AKT	5	4	3	4	5	4	3	4	2	5	5	4	1	4	5	2	3	4	2	4	73
28	L	AKT	4	4	3	2	4	1	3	2	5	4	5	5	2	4	5	4	4	3	5	74	
19	L	AKT	4	3	4	5	1	4	4	1	4	5	5	5	2	3	1	4	5	4	5	4	73
20	L	AKT	5	5	3	3	4	2	5	5	5	4	3	4	2	5	5	5	3	4	3	5	80
21	P	AKT	5	4	4	4	3	4	1	4	3	5	4	4	4	4	4	5	3	3	5	5	78
22	P	AKT	3	1	5	3	5	1	4	1	5	5	5	4	5	5	5	5	5	3	3	2	75
23	P	AKT	5	4	4	4	5	3	5	2	5	4	2	5	4	4	5	4	4	3	4	4	80
24	P	AKT	3	3	4	4	3	2	3	3	4	4	5	4	3	3	5	2	3	5	2	4	69
25	P	AKT	1	1	3	4	2	2	5	5	5	2	3	5	5	5	4	2	4	4	5	4	71
26	P	AKT	3	4	4	5	2	5	3	2	4	4	3	2	5	5	4	4	2	5	5	5	76
27	P	AKT	5	5	3	4	4	4	2	3	5	2	5	5	3	5	1	5	5	4	5	4	79
28	P	AKT	3	1	5	3	5	5	5	4	4	2	3	4	3	5	4	3	5	4	5	4	77
29	P	AKT	4	2	4	4	3	2	3	5	4	4	4	5	5	4	4	5	5	4	5	4	80



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30	P	AKT	4	4	5	4	4	5	5	4	5	5	4	5	3	4	5	3	4	2	4	80
31	P	AKT	1	3	4	4	5	4	4	5	5	4	5	3	4	5	4	5	1	4	5	81
32	P	AKT	4	4	4	4	5	5	5	4	4	4	1	4	4	5	5	4	5	4	5	85
33	P	AKT	4	4	5	4	1	4	4	2	3	3	4	5	3	5	3	5	2	2	3	76
34	P	AKT	5	5	3	5	5	4	3	5	4	4	5	4	4	4	5	4	5	4	4	87
35	P	AKT	4	4	5	4	3	4	5	4	3	3	5	5	2	4	4	5	3	3	5	80
36	P	AKT	4	3	1	3	4	4	1	3	5	5	5	1	4	3	5	3	5	3	5	72
37	P	AKT	5	4	3	3	5	5	5	2	1	4	4	5	5	2	4	3	3	4	4	76
38	P	AKT	4	3	4	4	3	5	3	5	3	5	2	4	3	2	5	5	4	4	3	76
39	P	AKT	4	4	3	3	2	4	4	4	4	3	3	5	4	5	5	4	1	4	5	74
40	L	TKJ 1	4	4	5	5	3	3	5	4	5	2	4	3	2	4	5	5	5	5	4	82
41	L	TKJ 1	4	4	2	4	3	5	5	3	4	5	4	3	5	5	5	3	4	5	5	83
42	L	TKJ 1	5	5	4	1	5	5	4	5	3	3	4	3	5	5	4	5	3	5	4	83
43	L	TKJ 1	3	5	4	5	4	4	5	3	5	4	4	2	5	5	5	5	5	3	2	85
44	L	TKJ 1	4	2	5	4	4	5	4	3	5	4	3	2	4	4	2	5	4	5	3	81
45	L	TKJ 1	5	4	5	1	3	3	5	4	4	4	4	5	5	4	5	5	5	5	5	85
46	L	TKJ 1	3	5	5	3	4	2	4	3	4	4	2	5	5	5	5	5	3	5	5	82
47	L	TKJ 1	5	4	4	4	4	4	2	5	4	5	4	4	4	5	5	5	5	3	1	81
48	L	TKJ 1	5	1	4	4	5	5	3	3	4	4	4	3	4	5	5	3	1	4	5	77
49	L	TKJ 1	3	5	1	3	4	5	4	3	3	5	4	2	1	5	5	5	2	5	5	75
50	L	TKJ 1	4	3	4	4	2	4	5	3	5	4	3	4	5	5	4	5	4	3	80	
51	L	TKJ 1	2	3	4	3	5	1	4	4	5	1	4	1	5	5	5	5	5	5	4	76
52	L	TKJ 1	2	5	2	5	4	4	5	3	4	5	1	4	5	4	4	3	3	3	5	75
53	L	TKJ 1	4	1	1	3	5	3	2	3	5	1	4	4	5	5	4	5	2	5	3	71
54	L	TKJ 1	4	4	4	5	5	4	3	3	4	5	5	4	3	5	5	4	4	4	5	84
55	L	TKJ 1	4	4	2	5	4	4	3	4	4	4	3	5	5	3	5	5	4	4	5	81
56	L	TKJ 1	2	4	5	4	4	3	4	1	4	4	4	3	5	4	5	2	5	5	5	77
57	L	TKJ 1	4	1	5	4	3	3	4	2	3	5	5	2	5	5	4	1	4	5	75	
58	L	TKJ 1	5	4	4	5	2	5	5	5	4	5	2	3	5	5	4	3	4	5	4	84
59	P	TKJ 1	3	5	2	4	5	4	3	3	4	1	5	2	3	5	5	2	4	5	4	74
60	P	TKJ 1	5	5	4	3	4	4	3	4	1	4	4	2	5	3	4	3	4	3	4	74
61	P	TKJ 1	2	5	4	5	4	4	5	3	2	4	3	5	4	3	4	4	4	4	4	75
62	P	TKJ 1	4	4	5	5	3	4	4	5	4	5	4	3	4	5	4	3	4	5	3	87

63	P	TKJ 1	3	2	5	5	1	1	4	4	2	5	5	4	4	5	4	5	3	5	5	4	76
64	P	TKJ 1	3	4	5	5	4	5	2	3	5	1	3	4	5	4	3	5	3	5	4	3	76
65	P	TKJ 1	4	5	3	4	4	4	4	3	5	4	4	5	3	5	5	5	4	3	5	3	82
66	L	TKJ 2	2	4	5	5	5	4	5	2	5	4	3	5	5	5	5	5	3	5	4	5	86
67	L	TKJ 2	5	5	2	4	4	5	4	3	4	4	5	1	5	5	2	5	5	2	2	5	77
68	L	TKJ 2	3	5	4	5	2	3	4	3	3	3	4	5	4	2	5	3	2	5	5	4	74
69	L	TKJ 2	4	5	4	4	3	4	3	1	4	3	4	3	2	3	3	4	4	5	4	3	70
70	L	TKJ 2	5	4	4	5	5	3	5	4	4	3	2	4	5	2	5	4	4	2	4	5	79
71	L	TKJ 2	3	5	4	4	4	4	1	3	5	4	4	4	5	4	5	4	5	4	4	5	81
72	L	TKJ 2	4	4	3	3	3	4	5	3	4	4	5	4	4	5	4	5	2	5	4	5	80
73	L	TKJ 2	1	4	4	5	4	2	2	5	5	2	4	3	4	4	4	5	4	1	5	5	73
74	L	TKJ 2	5	2	1	4	4	3	5	2	5	3	4	4	4	5	5	4	5	5	1	5	76
75	L	TKJ 2	3	2	4	5	1	3	4	4	4	4	4	4	4	5	4	5	5	5	2	2	76
76	L	TKJ 2	5	3	1	4	2	2	3	3	4	4	4	4	3	5	4	5	3	5	5	5	74
77	L	TKJ 2	3	4	4	3	1	3	2	3	3	3	5	1	5	5	3	5	4	1	5	5	68
78	L	TKJ 2	4	4	5	3	4	4	5	5	4	3	2	5	5	5	5	5	4	5	3	2	82
79	L	TKJ 2	4	3	2	5	4	2	4	4	3	4	5	1	3	5	5	5	5	3	4	4	75
80	L	TKJ 2	4	5	4	5	3	4	5	2	4	3	3	2	5	2	5	5	4	2	5	3	75
81	L	TKJ 2	5	5	5	4	5	4	3	3	4	4	5	5	5	4	3	5	4	5	3	4	85
82	L	TKJ 2	4	4	3	3	3	4	2	4	4	3	4	1	5	4	5	4	5	5	4	4	75
83	P	TKJ 2	4	1	5	5	4	5	1	5	4	4	5	4	1	5	3	5	4	4	5	5	79
84	P	TKJ 2	4	2	2	5	2	4	5	4	4	4	3	5	4	3	4	5	4	4	5	5	78
85	P	TKJ 2	3	5	4	2	1	2	2	4	4	5	5	5	4	5	1	3	2	2	5	4	68
86	P	TKJ 2	3	4	3	5	2	4	4	5	2	4	5	5	4	5	4	5	4	4	3	4	79
87	P	TKJ 2	3	4	4	3	1	3	2	3	2	4	5	5	4	5	4	4	3	4	2	4	69
88	P	TKJ 2	4	3	4	3	4	4	3	2	5	3	5	4	4	5	5	5	5	4	5	1	78
89	P	TKJ 2	4	3	5	3	4	5	5	5	2	4	4	4	4	4	5	2	4	5	5	4	81
90	L	TSM	4	4	5	5	1	4	4	4	5	4	3	1	4	5	5	5	5	4	4	1	77
91	L	TSM	5	4	1	2	1	3	4	3	4	4	5	4	3	5	4	4	4	4	4	2	70
92	L	TSM	4	4	4	4	4	2	5	3	5	3	4	4	5	3	5	4	4	3	4	4	78
93	L	TSM	5	5	4	4	4	5	5	5	4	4	4	3	5	5	5	4	3	3	5	4	86
94	L	TSM	2	5	3	4	4	5	4	3	2	4	5	4	2	4	5	5	5	4	2	5	77
95	L	TSM	4	4	5	4	4	3	5	4	4	4	4	4	4	5	5	4	4	2	5	4	82

96	L	TSM	4	3	4	3	3	4	4	4	5	5	5	3	4	5	4	4	4	3	3	3	77
97	L	TSM	4	3	1	5	5	3	4	3	4	5	4	4	2	3	5	4	5	5	5	3	77
98	L	TSM	4	3	4	4	3	5	4	4	5	4	3	4	3	5	5	4	4	5	4	5	82
99	L	TSM	2	5	5	3	4	3	4	4	4	2	4	5	4	5	5	4	3	3	5	3	77
100	L	TSM	4	4	5	5	5	4	5	4	4	4	4	5	5	3	5	5	5	4	5	5	90
101	L	TSM	5	5	5	5	5	2	2	4	3	3	4	5	5	4	4	5	3	2	3	5	79
102	L	TSM	5	3	5	4	3	2	2	4	4	5	5	3	3	3	5	3	4	3	4	4	74
103	L	TSM	3	5	5	4	3	4	3	5	5	3	4	4	4	5	5	3	5	3	3	2	78
104	L	TSM	2	4	2	5	4	5	4	4	5	4	4	4	2	5	4	5	4	5	5	5	82
105	L	TSM	4	1	4	5	4	4	4	4	2	5	3	5	4	5	2	4	5	5	4	5	79
106	L	TSM	4	3	5	5	2	1	5	4	4	4	5	2	5	4	4	4	5	3	5	4	78
107	L	TSM	5	3	4	3	2	5	3	5	4	3	5	5	3	4	5	3	3	5	5	4	79
108	L	TSM	4	1	3	2	4	4	5	5	5	4	5	4	4	5	5	4	4	2	4	5	79
109	L	TSM	5	4	4	3	4	4	4	2	4	4	5	5	3	5	2	4	4	2	5	4	77
110	L	TSM	5	5	4	4	4	4	5	5	4	5	3	5	5	5	5	4	4	1	3	4	84
111	L	TSM	4	3	5	4	3	3	5	4	5	5	1	5	5	4	3	4	4	4	2	4	77
112	L	TSM	3	4	4	3	4	4	5	3	5	5	4	4	4	4	5	5	1	5	4	5	81
113	L	Kuliner	5	2	2	2	4	3	4	4	4	4	4	3	4	5	4	5	4	4	3	5	75
114	L	Kuliner	5	4	3	5	4	1	4	5	4	4	3	4	5	5	5	4	5	5	4	5	84
115	P	Kuliner	3	2	1	3	5	3	3	4	5	5	3	4	4	4	3	4	3	4	5	5	73
116	P	Kuliner	5	2	5	4	4	5	4	2	5	5	5	4	5	4	4	5	4	4	5	1	82
117	P	Kuliner	1	4	5	5	4	4	5	3	3	5	2	3	3	5	2	4	5	3	4	5	75
118	P	Kuliner	4	2	1	4	4	2	4	5	3	5	5	5	5	4	5	2	5	5	4	5	79
119	P	Kuliner	4	1	5	5	3	3	5	4	4	2	5	5	5	3	4	5	5	4	4	2	78
120	P	Kuliner	2	3	4	3	4	3	4	3	4	4	3	5	5	3	5	2	4	4	1	5	71
121	P	Kuliner	4	4	5	3	3	5	3	4	3	5	5	5	3	5	3	4	3	5	5	4	81
122	P	Kuliner	2	2	5	1	5	3	4	2	4	4	4	5	5	5	5	4	2	4	5	3	74
		Total Skor	460	436	451	479	428	441	458	435	488	474	490	473	480	522	518	518	490	460	494	513	



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APPENDIX 3

LETTER

UIN SUSKA RIAU



UIN SUSKA RIAU

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UIN SUSKA RIAU

Hak C

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والعلوم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155, Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 E-mail: uinsuska.ac.id. E-mail: efak_uinsuska@yahoo.co.id

Nomor : Un 04/F II 4/PP.00 9/750/2025
Sifat : Biasa
Lamp. :
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 15 Januari 2025

Kepada
Yth.
1. Nurdiana, S.Pd.I., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Syifa' Azzahro
NIM : 11810421055
Jurusan : Pendidikan Bahasa Inggris
Judul : The Students' Expectation on Teacher's Style in Teaching English at SMK
Telkom Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m

an Dekan Wakil Dekan I
KEMENTERIAN ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PAPUA BARAT DAN KEPULAUAN RIAU
* * * * *
Drs. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

if Kasim Riau



UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والعلوم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.umsuska.ac.id E-mail: effak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/16824/2022
Sifat : Biasa
Lamp. : -
Hal : Mohon Izin Melakukan PraRiset

Pekanbaru, 27 September 2022

Kepada
Yth. Kepala Sekolah
SMK Telkom Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

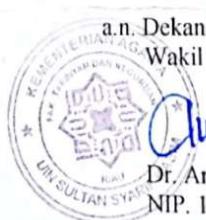
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : SYIFA' AZZAHRO
NIM : 11810421055
Semester/Tahun : IX (Sembilan) / 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

asim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**YAYASAN ISLAM RIAU
SEKOLAH MENENGAH KEJURUAN (SMK) TELKOM
PEKANBARU**

Alamat : Jl. Melati - Esemka No. 5, Kel. Binawidya Kec. Binawidya, 1 km Dari Stadion Utama-Pekanbaru.
Telepon : (0761) 6700787 Fax. (0761) 6700787-Email : smktelkomku@yahoo.com

Pekanbaru, 24 Oktober 2022

Nomor : 155/070-SMK-TEL/YIR/X/2022
Lampiran : -
Hal : Balasan

Kepada Yth,
Bapak/Ibu

Di
Tempat

Assalamualaikum Wr.Wb

Berdasarkan Surat dari Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor Un.04/F.II.4/PP.00.9/16824/2022 Perihal Mohon Izin Riset untuk :

Mahasiswa :
Nama : SYIFA' AZZAHRO
Nim/KTP : 11810421055
Program Studi : Pendidikan Bahasa Inggris

Bersama ini diberitahukan kepada Bapak/Ibu bahwa nama diatas telah kami setujui untuk melaksanakan penelitian di SMK TELKOM Pekanbaru sebagai syarat untuk pengajuan judul skripsi

“ THE STUDENTS’ EXPECTATION ON TEACHER’S STYLE IN TEACHING ENGLISH
AT SMK TELKOM PEKANBARU”

Demikianlah surat balasan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 25 Oktober 2022
Kepala Sekolah

Muhammad Faisal, S.Pd



UIN SUSKA RIAU



C

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
JI H.R Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.unsuska.ac.id E-mail: eftak_unsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/18091/2022
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : Mohon Izin Melakukan Riset

Pekanbaru, 28 Oktober 2022 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama : SYIFA AZZAHRO
NIM : 11810421055
Semester/Tahun : IX (Sembilan)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
judul skripsinya : The Students' Expectation on Teacher's Style in Teaching English at SMK
Telkom Pekanbaru

Lokasi Penelitian : SMK Telkom Pekanbaru
Waktu Penelitian : 3 Bulan (28 Oktober 2022 s.d 28 Januari 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.


Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

Kasim Riau

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Alamat : Jl. Esemka No. 5, Kel Binawidya Kec.Binawidya, 1 Km Dari Stadion Utama Riau Pekanbaru.
Telepon : (0761) 6700787 Email : smktelkompu@yahoo.com , Website : <https://smktelkompekanbaru.sch.id>



Nomor : 178/SMK-T/YIR/XI/2024

Pekanbaru, 23 November 2024

Lampiran : *

Hal : Balasan Izin Riset

Kepada Yth,
Bapak/Ibu Wakil Dekan
Fakultas Tarbiyah dan Keguruan
UIN Suska Riau
Di
Tempat

Assalamualaikum Wr.Wb

Berdasarkan Surat dari Dinas Pendidikan Nomor: 800/Disdik/1.3/2022/14643 perihal Mohon Izin Riset untuk Mahasiswa:

Nama : Syifa' Azzahro
Nim/KTP : 11810421055
Program Studi : Pendidikan Bahasa Inggris

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa nama di atas telah selesai melaksanakan Riset di SMK TELKOM Pekanbaru sebagai syarat untuk penyusunan skripsi dengan judul:

"The Students' Expectation On Teacher's Style In Teaching English At SMK Telkom Pekanbaru"

Demikianlah surat balasan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.


Muhammad Faisal, S.Pd

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru,

07 NOV 2022

Nomor : 800/Disdik/1.3/2022/
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

14643

Kepada
Yth. Kepala SMK Telkom Pekanbaru
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/51391 Tanggal 02 November 2022 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : SYIFA' AZZAHRO
NIM/KTP : 11810421055
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE STUDENTS' EXPECTATION ON TEACHER'S STYLE IN TEACHING ENGLISH AT SMK TELKOM PEKANBARU
Lokasi Penelitian : SMK TELKOM PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS


TATI LINDAWATI,SH,M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau.

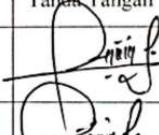
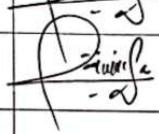
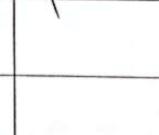
Kasim Riau



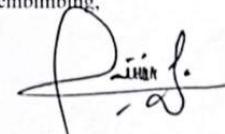
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كالجية التربوية والمهنية
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H.R. Soebrantas Km. 15 Tampan, Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nurdiana, S.Pd.I M.Pd
 a. Nomor Induk Pegawai (NIP) : 19810822 201411 2 003
3. Nama Mahasiswa : Syifa' Azzahro
4. Nomor Induk Mahasiswa : 11810421055
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	15/11/24	Bimbingan instruurnt		Acc
2	13/3/25	Bimbingan abstrak, Bab 3, Bab 4		Revisi
3	9/4/2025	Bimbingan Bab 2, Bab 5, daftar		Revisi
4.	18/4/2025	checking all chapters		Acc

Pekanbaru, 18 April 2025
 Pembimbing,



Murdiana, S.Pd.I M.Pd
 NIP. 19810822 201411 2 003



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APPENDIX 4

DOCUMENTATION

UIN SUSKA RIAU

DOCUMENTATION

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1.

Dilara

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Rif Kasim Riau

CURRICULUM VITAE



Syifa' Azzahro, second daughter of Mr. Amrizal and Mrs. Mardiana, born in Bokor, 01 july 2000. She lives at Mahasantri street, Pekanbaru, Riau. She graduated from SDN 04 Bokor. She also finished her junior high school at MTs Al-Huda Bokor in 2015 and senior high school at MAN Kampus 2 Sungaicina in 2018. In 2018, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2021, she was doing KKN (Kuliah Kerja Nyata) program in Desa Lemang, Kepulauan Meranti. Then, on September 2021, she was doing Pre-Service Teacher Practice (PPL) program at MTsN 2 Kepulauan Meranti. To fulfill requirements for undergraduate Degree in English Education, she conducted the research by the thesis entitled "**“THE STUDENTS’ EXPECTATION ON TEACHER’S STYLE IN TEACHING ENGLISH AT SMK TELKOM PEKANBARU”**

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