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STUDENTS' PERCEPTION TOWARD THE ENGLISH TEACHER'S TEACHING STYLE ON THE EIGHTH-GRADE STUDENTS AT SMP NEGERI 7 BAUBAU
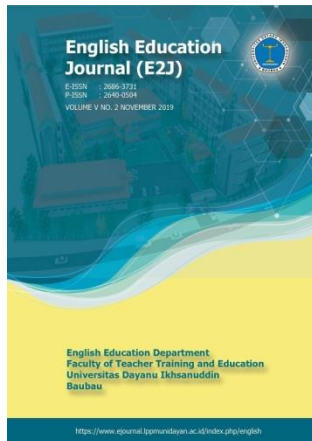
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Abstract
Problem statement that is answered in this research is what is the teaching style the English teacher use in teaching English at the eighth-grade students of SMP Negeri 7 Baubau. The objective of this research was to find out the teaching style the English teacher use in teaching English at the eighth-grade students of SMP Negeri 7 Baubau. The research used a quantitative approach with applying the descriptive method. The population of this research was the eighth-grade students of SMP Negeri 7 Baubau who registered in the school year of 2022/2023 in odd semester. In taking sample of the population, the researcher used cluster sampling technique by taking 60 students to be the sample of this research. Instrument that was used in this research will be a teacher style questionnaire. Technique of data analysis that was applied in this research is a descriptive statistics. Based on the finding of the research and the data analysis, it was found that the mean score of expert style was 2.9 which achieves high category, the mean score of formal authority style was 2.7 which achieves moderate category, the mean score of personal model style was 2.5 which achieves moderate category, the mean score of facilitator style was 2.9 which achieves high category, and the mean score of delegator style was 2.8 which achieves moderate category. From those results, it could be concluded that the most teaching styles used by the English teacher at grade eight at SMP Negeri 7 Baubau were the expert style and the facilitator style.

Abstrak

Permasalahan dalam penelitian ini adalah gaya mengajar seperti apa yang digunakan oleh guru dalam mengaar Bahasa Inggris pada siswa kelas VIII SMPN 7 Baubau. Tujuan dari penelitian ini adalah untuk mengetahui gaya mengajar yang digunakan guru bahasa Inggris dalam mengajar bahasa Inggris pada siswa kelas delapan SMP Negeri 7 Baubau. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi penelitian ini adalah siswa kelas delapan SMP Negeri 7 Baubau yang terdaftar pada tahun ajaran 2022/2023 pada semester ganjil. Dalam pengambilan sampel dari populasi, peneliti menggunakan teknik sampling kelompok dengan mengambil 60 siswa sebagai sampel penelitian. Instrumen yang digunakan dalam penelitian ini adalah kuesioner gaya mengajar guru. Teknik analisis data yang digunakan dalam penelitian ini adalah statistik deskriptif. Berdasarkan hasil penelitian dan analisis data, ditemukan bahwa skor rata-rata gaya ahli adalah 2,9 dengan kategori tinggi, skor rata-rata gaya otoritas formal adalah 2,7 dengan kategori sedang, skor rata-rata gaya model pribadi adalah 2,5 dengan kategori sedang, skor rata-rata gaya fasilitator adalah 2,9 dengan kategori tinggi, dan skor rata-rata gaya delegator adalah 2,8 dengan kategori sedang. Dari hasil tersebut, dapat disimpulkan bahwa gaya mengajar yang paling banyak digunakan oleh guru bahasa Inggris di kelas delapan di SMP Negeri 7 Baubau adalah gaya ahli dan gaya fasilitator.

Kata kunci: gaya mengajar, persepsi, pelajaran bahasa Inggris.

1. INTRODUCTION

Education is not only about who can brag the most about themselves. It appears that teachers are transitioning from being passive recipients of students' knowledge requests to active managers of both student and classroom learning. Consequently, educators need discretionary authority in the classroom so they can effectively implement measurable learning outcomes. Expert teachers need the freedom to try out different methods that are informed by overarching goals and compensation structures. Teachers should have more time to collaborate with their colleagues and discuss what works best, and they should receive training to help them in their new responsibilities. In general, educators should treat pupils the way they would like to be treated.

Teachers of English should employ a wide variety of methods, since every one of their students will acquire the language in their own unique way. If a language instructor lacks insight into how students' intrinsic drive influences their language learning, they will be unable to effectively instruct their students. Every student's participation in class is driven by their own unique combination of psychological requirements, internal incentives, and reasons for learning. Learners who are enthusiastic about what they're doing tend to do well. Students will be more motivated to learn the language if they feel safe and supported by their teacher, so it is important to use a student-centered learning strategy in the classroom. The function of the student is essential at every academic level. A dedicated educator can transform a receptive pupil into an active one. Educators must give their students more say in how they learn and what they cover in class.

Teachers' style of instruction is heavily influenced by their own educational backgrounds, and many educators make the questionable choice to implement strategies they have found successful in their own classes [1]. Therefore, it is suggested that educators adopt new methods of instruction that better cater to the diverse learning needs of their students. There is a correlation between how teachers view their own job in the classroom and the values and beliefs they convey to their students. The concept of learning styles is helpful because it sheds light on how students take in, process, and react to their learning environment. Many educators follow the strategies they were taught in the classroom, which are often referred to as "field independent" (content oriented, formal teaching methods, less student involvement, structured class activities).

Based on the observation the researcher did, the English teacher at SMP Negeri 7 Baubau still teaches using a monotonous method, which is a lecturing method. In addition, the teacher also does not have any idea about teaching style. In this case, the teacher just teaches in the way he prefers. Therefore, he just teaches English without considering the teaching style he may choose.

The methods used to present information in the classroom can have a significant impact on how well pupils learn the topic. As English instructors, it is your duty to ensure that your students acquire the linguistic competence they require through meaningful practice. Teachers need to be aware of how to best engage their pupils in the learning process. A teacher's teaching style consists of the consistent characteristics and behaviors they exhibit in front of their students. Students are more likely to take an active interest in learning when their teachers take the time to gather, organize, communicate with, and manage classroom tasks in meaningful ways. In addition, a teacher's methods and the classroom's resources all contribute to the variety of approaches they can use when instructing their students.

Despite the shared objective of educating students and developing their potential as workers, each educator has a unique approach to the classroom and the classroom environment. A teacher's ability to set up a classroom in a way that promotes learning is vital. This leads to the realization that education is not just about the end result but also about the process of getting there. The final product can only be as good as the method that produced it.

Based on the description above, the problem statement that is answered in this research is what is the teaching style the English teacher use in teaching English at the eighth-grade students of SMP Negeri 7 Baubau? The objective of this research is to find out the teaching style the English teacher use in teaching English at the eighth-grade students of SMP Negeri 7 Baubau.

1.1. The Nature of Perception

The field of psychology makes extensive use of the term "perception" in general. The comprehension of perception is a direct response from a process, or the process of someone knowing multiple things by sensing. This is how perception is described in terminology. The large psychology dictionary defines perception as the process of watching one's environment by employing one's senses in order for one to become aware of all that is present in one's environment [2]. According to Newman's definition, which can be found in Joanes [3], perception is the mechanism that organizes and gives meaning to one's sensory experiences. A person's perception happens after the stimulation is received by the sense organs, and then it is realized and understood. After the perception is realized and understood, an interpretation of meaning happens. This is shown by the definition of perception, which shows that perception happens after the stimulus is realized and understood.

Perception is defined as the process by which a person selects and groups the stimuli that they are exposed to so that they can be properly interpreted. It is how a person perceives the world around them. The act of seeing gives us the ability to comprehend the surroundings in which we exist and to adapt to those surroundings. If it weren't for the way in which we see things, the sheer number of stimuli present in our surroundings would cause us to be inundated with sensory information. Based on this description, perception can be thought of as a person's response to stimuli or the environment, and it can be understood as meaningful information about the stimuli that prompted the response.

In addition, Walgito [4] claimed that perception is a process that is preceded by a sensing process, which is the process of an individual receiving a stimulus. This means that perception is a process that is preceded by a process that is called sensing. Perception may be regarded as a person's experience of an object obtained through inferring information and interpreting signals received through the senses. This position holds that perception can be understood as a person's experience of an object. Positive perception and negative perception are the two distinct types of perception, as described by Slameto [5]. Views that are based on an evaluation of an item can arise at any time and in any location if they are impacted by a stimulus. These are referred to as perceptual forms. The following is the rationale:
1) Positive Perception
   When a person's personality traits are congruent with those of the thing being perceived, that person is more likely to accept the object being perceived.
2) Negative Perception

When a person has a negative perception of an object, it's usually because their own values and beliefs are at odds with those of the thing they're seeing.

The researcher came to the conclusion that perception is the process of understanding objects in the environment utilizing knowledge and senses, in order for meaning to emerge about the object. This conclusion was based on the explanation that was given above. Even when people are looking at the same thing, they could come to quite different conclusions based on their own experiences. Therefore, if someone has a perception regarding an object by utilizing any of their five senses, it indicates that they know, understand, and are aware of that object.

Students' perceptions of their teachers' levels of teaching competency can have a positive impact on their levels of motivation in teaching and learning activities. The extent to which pupils have a favorable impression of the teacher's ability to instruct them results in a better level of learning motivation on their own. Students achieve successful learning outcomes when they are motivated to learn because they have the zeal and excitement to pay attention to the content that is being taught by the teacher. Students' motivation to learn is negatively impacted, on the other hand, when they have a negative view of the teacher's ability to teach the material. A lack of student motivation will lead to pupils being unmotivated to study the content that is being taught, which will in turn lead to poor learning results.

Therefore, student perception can be interpreted as the views or responses of students by drawing conclusions about information and interpreting messages based on experiences about certain objects or events that are preceded by a sensing process in a problem-solving or social situation in an educational or school environment. This can take place in the context of an educational or school environment.

1.2. Types of Perception

According to Richards and Schmid [6], perception is defined as the acknowledgment and comprehension of occurrences, objects, and stimuli through the utilization of one's senses (such as sight, hearing, touch, etc.).

There are several distinct types of perception, including the following:

1) Visual Perception

The process of interpreting information and stimuli that are taken in through one's eyes. This sense is the first perception that develops in humans, and it plays a role in how people comprehend the world around them. Visual perception is the primary focus of debate not only about perceptions in general but also regarding perceptions that are typically and typically most frequently discussed in everyday circumstances.

2) Auditory Perception

The processing and interpretation of information and stimuli that are received via the ears. A listener needs to be able to detect distinct types of acoustic signals and interpret the differences between them according to differences in acoustic parameters such as the frequency, loudness, duration, sequence of occurrence, and rate of presentation of the sounds. This is a prerequisite for auditory perception.

3) Speech Perception

The understanding of comprehension of speech.

1.3. The Nature of Teaching Style

A person who is an expert and is capable of conveying knowledge that will assist students in developing, recognizing, and acquiring skills that can be utilized to deal with the issues that they will face in their lives is called a teacher. The teacher is also responsible for providing the students with the knowledge, skills, and values that contribute to their overall growth [7]. In order to accomplish the objectives that are set for education, the role that teachers play in the process of learning is quite significant. Both learning and teaching are distinct processes, but they are intimately connected to one another. Teaching is the practice of providing direction and assistance to students as they engage in the learning process [8]. Learning is described as an activity that is carried out by a person in order to achieve an entirely new change in behavior as a result of his own experience in connection with his environment.

To a certain extent, teaching is also an element of learning; nevertheless, the primary focus of teaching is on the provision of a variety of resources, including both software and hardware, in order to generate circumstances that speed up the process of comprehending and locating human and environmental issues. Teaching does not have to be restricted by the constraints of geography, place, or even time. According to Kusumawati [9], the ability of the teacher to build scenarios and conditions that can support student learning practices in a comprehensive, specific, and effective manner is the core of the teaching profession. To prevent pupils from becoming bored throughout the learning process, the instructor will, of course, make an effort to cultivate an enjoyable learning environment for the class as a whole. It is important for educators to be skilled at developing pedagogical approaches that can stimulate students' interest in learning across the curriculum as well as psychologically.

According to Thoifuri [10], a teaching style is a form of teacher performance that encompasses both the curricular and psychological aspects of teaching. The method of instruction used by instructors is known as curricular, and it refers to the fact that these educators adjust their lessons to the goals and characteristics of the subjects they teach. The psychological teaching style, on the other hand, refers to instruction provided by teachers that is adapted to the learning motivation, classroom management, and appraisal of learning outcomes of their students. It is possible to interpret the meaning of this teaching style as implying that in relation to the curriculum, the teaching style of the instructor requires that there be distinctions in the purpose and nature of one subject area and another.

According to Lapp et al. in Ali [11], a variety of teacher teaching behaviors can be categorized as a teacher's teaching style. When traced, one will receive an overall picture of the broad patterns of interaction that occur between instructors, content or learning resources, and students. A teacher's pedagogical approach is a reflection of the manner in which they carry out their duties as an educator in accordance with their worldview. The educational system may also have an effect on the manner in which teachers instruct students. There are two types of teachers: formal and informal, and each has a unique perspective on how teaching should be done.

A formal teacher perceives their obligation in terms of the narrow viewpoint of education, which is predominately focused on the results of test and vocational training. In addition, informal teachers provide an emphasis on the students' sense of comfort at school as well as the opportunity for them to express themselves.

In light of all that has been said thus far, it should be obvious that a teaching style is a method or approach that a teacher uses in order to manage learning activities in such a manner that they are more effective in achieving the objectives of the learning process. Teaching style is related to the technique, method, or material that must be compatible for students. This is done in order for students to feel like they are having fun while learning in the classroom. Every educator has their own distinct approach to the classroom, both in terms of how they instruct students and the methods they employ to pique their students' interest in learning. Therefore, the instructor needs to be able to modify the conditions of the pupils in order to ensure that the learning process is in line with the objectives that have been set.

2. METHOD OF THE RESEARCH

The research used a quantitative approach with applying the descriptive method. It was a research method that is conducted to find out the score of an independent variable, either one variable or more without making a comparison or a relationship between one variable to another [12]. Therefore, this research was conducted to explore the teaching style that the teacher uses in teaching English subject. Variable in this research consists of only one independent variable, that was teacher' teaching style in teaching English. This research took place in SMP Negeri 7 Baubau which was located in Baadia subdistrict of Wolio regency of Baubau city. This research was conducted in May, 2023.

The population of this research was the eighth-grade students of SMP Negeri 7 Baubau

who registered in the school year of 2022/2023 in odd semester. A number of populations were 91 students, which was distributed into three classes. In taking sample of the population, the researcher used cluster sampling technique. It meant the researcher chose some groups of students to be the sample of this research. Therefore, the researcher took 60 students to be the sample of this research was taken from class VIIIa which had 29 students and class VIIIb which had 31 students.

Instrument that was used in this research will be a teacher style questionnaire developed by Grasha in Rustam [13]. It was used to know the students' responses about their teacher teaching style in teaching English. The questionnaire consisted of 20 including positive and negative items that was answered by the students. The blueprint of the questionnaire could be seen in the following table:

Table 1. Blueprint of Teaching Style

No	Dimensions	Items +	Items -	Total
1	Expert Style	1,2	3,4	4
2	Formal Authority Style	5,6	7,8	4
3	Personal Model Style	9,10	11,12	4
4	Facilitator Style	13,14	15,16	4
5	Delegator Style	17,18	19,20	4
	Total	**10**	**10**	**20**

Technique of data analysis that was applied in this research is a descriptive statistics. Creswell [14] states that descriptive statistics was required to indicate general tendency (mean, mode, and median), the spread of scores (variance, standard deviation, and range). Besides that, the descriptive statistics was also used to display the minimum and maximum score. In analyzing the data, the researcher utilized a Microsoft Excel software.

After being identified, the averages of the teaching style score were interpreted into five categories; they are too low, low, moderate, high, and too high as presented in the following table:

Table 2. Category of Teaching Style

No.	Index	Classification
1	1.0 – 1.4	Too Low
2	1.5 – 2.1	Low
3	2.2 – 2.8	Moderate
4	2.9 – 3.5	High
5	3.6 – 4.0	Very High

3. RESULT AND DISCUSSION

3.1. Result
a. Expert Style

The score of teacher's expert style is obtained from the questionnaire number 1, 2, 3, and 4. They consist of positive and negative items. In the questionnaire, there are four options that the students can choose related to the teacher style he uses in teaching English. Data obtained from the questionnaire related to the expert style of teaching style explains that mean score students' perception about the teacher's expert style is 2.9, median is 3.0, mode is 3.0, standard deviation is 0.5, minimum score is 1.3, and maximum score is 3.5. The mean score obtained is then consulted to scoring category of teaching style as being explained in the previous chapter, which indicates that the expert style is in high level or the teacher highly uses the expert style in teaching English.

To support the data obtained from the analysis of descriptive statistics above, the data are then distributed into the scoring category which is divided into five frequency scale, from too low up to very high level. The distribution category is presented in the following table:

Table 3. Scoring Level of Expert Style

No.	Index	Category	Freq.	%
1	1.0 – 1.4	Too Low	1	1.7
2	1.5 – 2.1	Low	1	1.7
3	2.2 – 2.8	Moderate	25	41.7
4	2.9 – 3.5	High	33	55.0
5	3.6 – 4.0	Very High	0	0.0

Based on the table above, it can be described that 1 student or 1.7% gains two categories, those are too low and low, 25 students or 41.7% gain in moderate category, 33 students or 55.0% gain high category, and 0 student or 0.00% gains very high category. From the data in the table above, it can be

concluded that the teacher possesses high level of expert style in teaching English.

b. Formal Authority Style

The score of teacher's formal authority style is obtained from the questionnaire number 5, 6, 7, and 8. They consist of positive and negative items. In the questionnaire, there are four options that the students can choose related to the teacher style he uses in teaching English. Data obtained from the questionnaire related to the formal authority style of teaching style is explained that mean score students' perception about the teacher's formal authority style is 2.7, median is 2.6, mode is 2.5, standard deviation is 0.5, minimum score is 1.3, and maximum score is 3.8. The mean score obtained is then consulted to scoring category of teaching style as being explained in the previous chapter, which indicates that the formal authority style is in moderate level or the teacher sometimes uses the formal authority style in teaching English. To support the data obtained from the analysis of descriptive statistics above, the data are then distributed into the scoring category which is divided into five frequency scale, from too low up to very high level. The distribution category is presented in the following table:

Table 4. Scoring Level of Formal Authority Style

No.	Index	Category	Freq.	%
1	1.0 – 1.4	Too Low	1	1.7
2	1.5 – 2.1	Low	4	6.7
3	2.2 – 2.8	Moderate	34	56.7
4	2.9 – 3.5	High	20	33.3
5	3.6 – 4.0	Very High	1	1.7

Based on the table above, it can be described that 1 student or 1.67% gains two categories, those are too low and very high, 4 students or 6.7% gain low category, 34 students or 56.7% gain moderate category, and 20 students or 33.3% gain high category. From the data in the table above, it can be concluded that the teacher possesses moderate level of formal authority style in teaching English.

c. Personal Model Style

The score of teacher's personal model style is obtained from the questionnaire number 9, 10, 11, and 12. They consist of

positive and negative items. In the questionnaire, there are four options that the students can choose related to the teacher style he uses in teaching English. Data obtained from the questionnaire related to the formal authority style of teaching style is explained that mean score students' perception about the teacher's personal model style is 2.5, median is 2.5, mode is 2.5, standard deviation is 0.5, minimum score is 1.8, and maximum score is 3.3. The mean score obtained is then consulted to scoring category of teaching style as being explained in the previous chapter, which indicates that the personal model style is in moderate level or the teacher sometimes uses the formal authority style in teaching English.

To support the data obtained from the analysis of descriptive statistics above, the data are then distributed into the scoring category which is divided into five frequency scale, from too low up to very high level. The distribution category is presented in the following table:

Table 5. Scoring Level of Personal Model Style

No.	Index	Category	Freq.	%
1	1.0 – 1.4	Too Low	0	0.0
2	1.5 – 2.1	Low	8	13.3
3	2.2 – 2.8	Moderate	42	70.0
4	2.9 – 3.5	High	10	16.7
5	3.6 – 4.0	Very High	0	0.0

Based on the table above, it can be described that 0 student or 0.0% gains two categories, those are too low and very high, 8 students or 13.3% gain low category, 42 students or 70.0% gain moderate category, and 10 students or 16.7% gain high category. From the data in the table above, it can be concluded that the teacher possesses moderate level of personal model style in teaching English.

d. Facilitator Style

The score of teacher's facilitator style is obtained from the questionnaire number 13, 14, 15, and 16. They consist of positive and negative items. In the questionnaire, there are four options that the students can choose related to the teacher style he uses in teaching English. Data obtained from the questionnaire related to the formal authority style of teaching style is explained that mean score students' perception about the teacher's

facilitator model style is 2.9, median is 2.6, mode is 2.8, standard deviation is 0.5, minimum score is 1.0, and maximum score is 3.8. The mean score obtained is then consulted to scoring category of teaching style as being explained in the previous chapter, which indicates that the facilitator style is in high level or the teacher sometimes uses the formal authority style in teaching English.

To support the data obtained from the analysis of descriptive statistics above, the data are then distributed into the scoring category which is divided into five frequency scale, from too low up to very high level. The distribution category is presented in the following table:

Table 6. Scoring Level of Facilitator Style

No.	Index	Category	Freq.	%
1	1.0 – 1.4	Too Low	1	1.7
2	1.5 – 2.1	Low	1	1.7
3	2.2 – 2.8	Moderate	28	46.7
4	2.9 – 3.5	High	29	48.3
5	3.6 – 4.0	Very High	1	1.7

Based on the table above, it can be described that 1 student or 1.7% gains three categories, those are too low, low, and very high, 28 students or 46.7% gain moderate category, and 29 students or 48.3% gain high category. From the data in the table above, it can be concluded that the teacher possesses high level of facilitator style in teaching English.

e. Delegator Style

The score of teacher's delegator style is obtained from the questionnaire number 17, 18, 19, and 20. They consist of positive and negative items. In the questionnaire, there are four options that the students can choose related to the teacher style he uses in teaching English. Data obtained from the questionnaire related to the delegator style of teaching style is explained that mean score students' perception about the teacher's facilitator model style is 2.8, median is 3.0, mode is 2.5, standard deviation is 0.5, minimum score is 1.5, and maximum score is 4.0. The mean score obtained is then consulted to scoring category of teaching style as being explained in the previous chapter, which indicates that the delegator style is in moderate level or the teacher sometimes uses the delegator style in teaching English.

To support the data obtained from the analysis of descriptive statistics above, the data are then distributed into the scoring category which is divided into five frequency scale, from too low up to very high level. The distribution category is presented in the following table:

Table 7. Scoring Level of Celegator Style

No.	Index	Category	Freq.	%
1	1.0 – 1.4	Too Low	0	0.0
2	1.5 – 2.1	Low	7	11.7
3	2.2 – 2.8	Moderate	27	45.0
4	2.9 – 3.5	High	22	36.7
5	3.6 – 4.0	Very High	4	6.7

Based on the table above, it can be described that 0 student or 0.0% gains too low category, 7 students or 11.7% gains low category, 27 students or 45.0% gain moderate category, 22 students or 36.7% gain high category, and 4 students or 6.7% gain very high category. From the data in the table above, it can be concluded that the teacher possesses high level of delegator style in teaching English.

3.2. Discussion

Based on the result presenting in the finding above, it can be known the mean score of each type of teachers' teaching style in learning English, in which it also reveals the level of each type of the teaching style. It can be explained that the mean score of expert style is 2.9 which achieves high category, the mean score of formal authority style is 2.7 which achieves moderate category, the mean score of personal model style is 2.5 which achieves moderate category, the mean score of facilitator style is 2.9 which achieves high category, and the mean score of delegator style is 2.8 which achieves moderate category.

The results above underline that from five category of teaching style, the English teacher's teaching style possesses two types: moderate and high category. The moderate category is achieved by three types of teaching style: formal authority style, personal model style, and delegator style. In the other hand, the high category is obtained by two left types: expert style and facilitator style.

Related to the research conducted by Nursyifah [15], she finds that the lowest teaching style is formal authority and the highest style is personal style. Teachers not only teach but also educate their students. In addition, teachers have other roles in the teaching and learning process, such as motivators, evaluators and facilitators. In addition, the teacher is also a guiding force in the lives of students. They have a responsibility in preparing students' personality and mental orientation. every teacher has a different way of teaching although most of the goals are the same, namely maximizing the learning process so that students' interest in learning increases through actions taken by teachers in the classroom, both methods and all learning efforts that are able to attract students' attention so that the topics taught are easy to understand and easily remembered by students.

A good teaching style is not even fully able to create efficient learning because it is influenced by student learning styles. In one class, there are several or even dozens of students who have a variety of different learning styles, so this becomes a challenge for teachers in solving appropriate teaching methods or styles in the teaching and learning process that is able to reach all types of student learning styles. A good teacher will focus on the needs of students in accepting learning, about what students like and dislike, what is the character of each student and what actions are taken to solve it.

Not only teaching styles, teachers also need to understand students' learning styles because it will affect the teacher in taking an action in the teaching and learning process. Different learning styles can be overcome by the right teaching style if the teacher understands the action he will take. But on the other hand, if the teacher only teaches without paying attention to the interest in learning that is liked by students, the learning objectives will be difficult to achieve. Therefore, it is very important for teachers to understand that every attitude and action taken in the classroom must be based on and have a clear purpose.

4. CONCLUSION

Based on the finding of the research and the data analysis, it is found that the mean score of expert style is 2.9 which achieves high category, the mean score of formal authority style is 2.7 which achieves moderate category, the mean score of personal model style is 2.5 which achieves moderate category, the mean score of facilitator style is 2.9 which achieves high category, and the mean score of delegator style is 2.8 which achieves moderate category. From those results, it can be concluded that the most teaching styles used by the English teacher at grade eight at SMP Negeri 7 Baubau are the expert style and the facilitator style.

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