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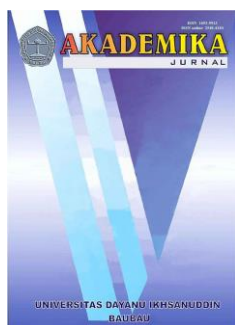
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PENERBIT

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THE CORRELATION BETWEEN TEACHER'S TEACHING STYLE AND STUDENTS' MOTIVATION TO LEARN ENGLISH IN SMPN 29 BUTON

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Abstract

This research aims to find out whether or not students' motivation to learn English significantly correlated with teacher's teaching style and what was the level of their correlation, if any. This is a quantitative correlational research as it is to measure the empirical level of influence of teacher's teaching style on students' motivation to learn English in numerical quantification through a statistical analysis and as it attempts to clarify patterns of relationship between teacher's teaching style and students' motivation to learn English through coefficient correlation. This research was conducted in 2020 in SMPN 29 BUTON with the total population of 90 students of grade IX of SMPN 29 BUTON in academic year of 2019/2020. This study employed cluster probability sampling technique to secure more accurate generalization of the research results. Two types of questionnaire were used that is Teaching Style Survey by Grasha-Riechmann and Attitude/Motivation Test Battery (AMTB) by Gardner. The result of the analysis showed that coefficient correlation between students' motivation to learn and teacher's teaching style was 1.000, and the hypothesis testing was in the significance level less than 0.01 (< 0.01), indicating there was a strong correlation between the students' motivation and teacher's teaching style.

Intisari

Penelitian ini bertujuan untuk mengetahui apakah motivasi siswa untuk belajar bahasa Inggris secara signifikan berkorelasi dengan gaya mengajar guru dan bagaimana tingkat korelasinya, jika ada. Penelitian ini bersifat kuantitatif korelasional karena bertujuan untuk mengukur tingkat empiris pengaruh gaya mengajar guru terhadap motivasi siswa untuk belajar bahasa Inggris dalam kuantifikasi numerik

melalui analisis statistik, selain sebagai upaya untuk memperjelas pola hubungan antara gaya mengajar guru dan siswa motivasi belajar bahasa Inggris melalui koefisien korelasi. Penelitian ini dilakukan pada tahun 2020 di SMPN 29 BUTON dengan jumlah populasi sebanyak 90 siswa kelas IX pada tahun pelajaran 2019/2020. Penelitian ini menggunakan teknik *probability sampling*. Lebih lanjut, teknik yang digunakan adalah cluster probability sampling. Hal ini dilakukan untuk mendapatkan generalisasi hasil penelitian yang lebih akurat yang dapat berlaku secara representatif pada keseluruhan populasi. Dua jenis kuesioner digunakan sebagai instrument, yaitu Teaching Style Survey dari Grasha-Riechmann dan Attitude/Motivation Test Battery (AMTB) dari Gardner. Hasil analisis menunjukkan bahwa koefisien korelasi antara motivasi belajar siswa dengan gaya mengajar guru adalah 1.000, dan pengujian hipotesis berada pada taraf signifikansi kurang dari 0,01 ($< 0,01$). Hal ini menunjukkan bahwa terdapat hubungan yang kuat antara motivasi belajar siswa. dan gaya mengajar guru.

1. BACKGROUND

Student's motivation is very important in learning. It is so because the success of teaching and learning depends very much on the motivation of the students to learn. It is an internal driving impulse as renders it as reasons underlying behaviors [1]. When students are motivated, learning will run smooth, exciting, and fun because the students will direct all their efforts to the understanding of the things that they learn and by then focus on achieving their goals despite challenges or difficulties. Motivation is then very central because learning inherently requires a lot of hard work to understand things and apply the knowledge that is formed over time. This is especially true when the subject has become tedious and dull and does not belong to students' interests. Despite such a situation, motivation will lead students to do certain behaviors to achieve the goals. That is why motivation is probably the only element that is most important in learning [2].

Motivation has been defined variously by experts and educators. For example, ref. [3], defines motivation to learn as a complex part of human psychology and behavior that is reflected in the way the students think and feel about a particular task or learning material as well as the choice they make to invest their time in learning, how much energy they will give to learn one task and how adamant they will persist in it. motivation in learning is an internal driving impulse. It drives willingness to learn and activate,

channel, and direct attitudes and behaviors of a learner, while ref. [3] and ref. [4] asserts that learning motivation refers to the students' tendency to do learning activities with great persistence because of the desire they have to get the best possible learning achievements or results.

Motivation empowers students to achieve the best goals of their learning and overcomes barriers in learning. Students whose motivation is very high can always effectively complete a task even if when the task is very hard or not fun because they involve themselves very eagerly with the material that they learn [5]. With motivation, students can always have the spirit to learn and work hard and have the push to act that gives way to a behavior or habit and direction so that they can select the actions that they have to take in a direction of achieving the purpose or goal they want [6]. While ref. [7] states that students with high learning motivation can always develop their abilities independently and optimally so that they can not only do better, but also excel and create new ideas in learning.

Like in any other learning, motivation in learning English is impacted by a lot of factors. Those factors can be derived from the students themselves or from outside their selves. One of those factors is the teacher. For example, ref. [8] studied that besides factors such as lack of belief in oneself and abilities, students' attitudes, memorization, socio-functional validity, environmental factors, and previous learning experience, teachers' attitude, teaching technique and teaching method could affect the students' motivation to learn English greatly. It is found out from that research that the students are more motivated if the teacher gives them clear guidance to follow so that they could better understand what they learn. Ref. [9] also discussed that teacher could increase student's motivation to learn by creating an atmosphere that is conducive for learning as well as support the students to develop independence in learning and relevance of the material to the students' real life experiences. Ref. [10] also found out that besides student's personality students' attitude, student's learning style, and relationship between languages, the role of teacher could also influence student's motivation to learn English. That influence comes with teachers' proficiency, pedagogical knowledge, and socio-affective skills.

In regard with that, it is easy to see that teacher is indeed an important key element in motivating students to learn English. Such an important role makes the writer very interested in conducting a research about the influence a teacher has toward the students' motivation to learn English. However, the writer sees that there

are many aspects from the teacher that can cause such influence, such as the teacher's attitude, teacher's English competence, pedagogical knowledge, teaching method, and teaching technique. In concern with that, the writer is interested in researching the extent of the relationship between the teacher's teaching style and the students' motivation to learn English.

The writer's interest and focus of research are based on mainly three reasons. Firstly, during the writer's previous experiences in teaching students of grade IX of SMPN 29 BUTON, the students' ability in English was very low. It was very difficult to get the students understand the lesson. Only very few students wanted to participate in English class or answer the questions in their exercises or homework correctly. The situation that the writer experienced was also experienced by other English teachers' in that school.

Secondly, within many factors, teaching style of the teacher is one of the key elements that can not only engage students to learn optimally and effectively in the classroom, but also can guide and help the students develop independence to learn.. Appropriate teaching styles can facilitate the transfer of knowledge and skills from the teacher to the students well, develop encouraging learning atmosphere, fulfill the goal and standard that have been previously set up. It is not only that, but appropriate teaching styles can enliven the classroom atmosphere with fun and joy when learning English so that it can be an important factor that can induce extrinsic motivation and later internalize it to be an intrinsic motivation.

Thirdly, from the studies of previous researches in the field of motivation, very limited quantitative studies have been conducted in the area of the teacher's teaching style on students' motivation in learning English, much less the extent to which teacher's teaching style and the students' motivation in learning English are related. Most of the studies have been conducted either in descriptive studies or other areas of teacher's aspects, such as teacher's attitude and pedagogical knowledge. While descriptive studies are also very significant, numerical result of research that can be measured will provide a more objective and reliable understanding about the influence teacher's teaching style toward the students' motivation.

Ref. [11] descriptively studied types of teaching styles by Grasha used by the teachers. Students' motivation level was significantly different under expert style and facilitator style, but no difference between expert style and other styles. The significant level of the students'

motivation also takes places between formal authority style and facilitator styles [12]. Besides, the result of the study also indicated that the teachers have developed two new teaching styles, that is, quizzes style and entertain style. Another finding of this study suggested that teachers perceived that students' motivation, interest, and achievement as well were all affected by the teachers' teaching styles. Likewise, the students perceived that their teacher's teaching styles affected their motivation and interest while learning English in EFL classroom settings [11]. Also students' interest level with auditory style was in low category; with visual style was categorized as moderate; with auditory-visual was categorized as moderate, so as with the students' interest level with visual-kinesthetic class. However, based on the percentage of the students' interest level, that is, high, moderate, and low, overall, the students had the most interest in learning English are those with visual-kinesthetic style [13].

As previously addressed, teacher's teaching style has not adequately received full attention in the past studies. Many more studies in the past dealt with teaching method, teaching strategy, or teaching technique. While understanding all these others are completely important, the understanding teaching style is even more important. It is so because teaching style covers all other things in teaching. It underlies and directs teachers to choose certain types of methods, strategies, or techniques more permanently when teaching regardless of the nature of the material that the students learn. It is so because teaching style is closely related to the typical characteristics of a teacher [14].

Therefore, based on the importance of understanding that teaching style can influence students' motivation to learn English and the gap that the writer has learned from the focuses of the previous studies, the writer intends to conduct a this study. The hypotheses of this research consisted of two hypotheses: there is no significant correlation between students' motivation to learn and teacher's teaching style as the null hypothesis and there is a significant correlation between students' motivation to learn and teacher's teaching style as the alternative hypothesis.

2. METHOD

The type of this research is a quantitative research as it focuses on measuring the objectives of the research whose focus is on objective measurement by using statistical analysis or collection of numerical data, that is, to measure

the empirical level of influence of teacher's teaching style on students' motivation to learn English in numerical quantification through a statistical analysis. Furthermore, this is a correlational research as it attempts to clarify patterns of relationship between two or more variables that are involved in the circumstances. It aims to measure the relationship between teacher's teaching style and students' motivation to learn English, which by doing that also inherently attempt to determine the pattern of relationship between the teacher's teaching style and the students' motivation to learn.

The variables of this research consist of two: independent and dependent variables. The independent variable is the teacher's teaching style because it is the variable that is assumed to have effects or influences on another variable. Accordingly, the dependent variable is the students' English motivation because it is the variable that is assumed to be affected or influenced by the teacher's teaching style.

This research was conducted in 2020 in SMPN 29 BUTON. It was chosen as the location of this research because it has the characteristics that this research attempts to address, that is, the motivation of the students in learning English under the influence of their teacher's teaching style where based on the researcher's preliminary observation, the students' motivation to learn English was quite low and the researcher assumed that the English teacher teaches English with particular teaching style in such a way that influences the students' motivation.

The population of this research was all of the students of grade IX of SMPN 29 BUTON in academic year of 2019/2020. The number of the students is 90 students in total, which consists of 3 classes. The sample of this study was taken using probability sampling technique. This technique was chosen in this research because it produces more accurate generalization of the research results to the whole population [15]. Furthermore, the sampling technique that was used is cluster random sampling. Cluster random sampling refers to a sampling technique in which sample is selected in groups or clusters rather than individuals [15]. This technique was chosen because the population of this research in its natural setting was in classes, as many as 3 classes, in which each class consists of 30 students. The sample of this study was taken based on the outline by ref. [15] that is, for correlational study, the minimum size of the sample is 50 subjects. Because each class consists of 30 students, then, to cover the minimum sample that is appropriate for this study, two

classes were taken as the sample. Thus, the number of the sample was 60 students in total.

The instrument that was used in this research was questionnaire. Questionnaire refers to a research instrument used to collect data which contains a set of questions systematically prepared and deliberately designed to elicit responses from the research respondents or informants so that it will provide insights into the nature of the problem that is being researched about [16].

2.1 Questionnaire for Teacher's Teaching Style

The questionnaire in this research consists of two. The first was used to measure the teacher's teaching style, while the second to measure the students' motivation to learn English. The questionnaire for teaching style was adopted from Teaching Style Survey by Grasha-Riechmann in Ref [17] consisting of 40 closed questions and using 5-point of Likert scale.

Table 1.
Likert Scale Point and Interpretation

Point	Interpretation
1	Strongly disagree
2	Slightly disagree
3	Agree
4	Slightly Agree
5	Strongly Agree

Source: Canals, 2017

The Teaching Style Survey by Grasha-Riechman consists of two indicators. The indicators and the questions responding to each indicator is presented in the **Table 2** as follows:

Table 2.
Teaching Style Survey

Indicator	Corresponding Statement
Teacher's attitude	1, 3, 4, 6, 8, 10, 11, 20, 21, 24, 31, 33, 36
Teacher's method	5, 13, 14, 15, 18, 23, 25, 28, 30, 34
Teacher's role	9, 17, 19, 29, 35, 38, 39, 40
Teacher's standard and expectation	2, 7, 12, 15, 16, 22, 27, 32, 37
Teacher's attitude	1, 3, 4, 6, 8, 10, 11, 20, 21, 24, 31, 33, 36

Source: Grasha, 2002

The questionnaire for students' motivation to learn English was adapted from Attitude/Motivation Test Battery (AMTB) by [18]. The indicators and the questions responding to each indicator are presented in the **Table 3**, as follows:

Table 3.
Attitude/Motivation Test Battery (AMTB)

Indicator	Corresponding Statement
Positive task-orientation	3, 4, 6, 18, 20, 23, 26, 29, 31, 37, 62, 73, 81, 82, 90
Ego involvement	11, 16, 19, 24, 36, 39, 45, 54, 63, 68, 75, 80, 88, 94, 98
Need for achievement	9, 44, 51, 57, 60, 92
High aspiration	5, 10, 14, 25, 30, 34, 38, 40, 41, 46, 47, 58, 61, 64, 66, 69, 71, 74, 89, 91, 93, 97, 101, 102, 104
Goal orientation	8, 15, 17, 28, 35, 48, 50, 51, 59, 70, 72, 79, 100

Source: Mete, 2016

2.2 Validity and Reliability of the Questionnaire

Because the instrument of this study, that is, the questionnaire for students' motivation and teacher's teaching style were adapted from those developed by theory experts in the given field, that is, respectively, ref [2] is internal validity non-test. Therefore, there was not needed a further test for its validity. Both of the questionnaire are valid.

While in concern with the reliability of the instrument, the reliability of the instrument in this research was tested before the actual questionnaire administration to the sample using Cronbach's alpha using SPSS 23 with the significance level is more than 0.6 ($\alpha > 0.6$). Four students of grade XI who did not belong to sample were asked to fill out students' motivation questionnaire. The the criteria for Cronbach's Alpha reliability testing that was used in this research was presented in **Table 4**, as follows:

Table 4.
Cronbach's Alpha Reliability Testing

Significance	Reliability
< 0.6	Not reliable
> 0.6	Reliable

Source: Canals, 2017

2.3 Technique of Data Collection

The data analysis in this research was conducted through SPSS 23 descriptively and inferentially. The descriptive analysis in this research was displayed in the form of frequency distribution tables, mean values, and standard deviation values. The inferential analysis in this study used Pearson correlation to determine whether there is a relationship between 2 variables, which in the case of this study, are teacher's teaching style and students' motivation to learn. The level of correlation as well as the hypothesis testing was determined from Pearson correlation. The criteria for the level of correlation between teacher's teaching style and students' motivation to learn English is presented in the **Table 5**, as follows:

Table 5.
The Level of Correlation

Coefficient Interval	Correlation
0.00 - 0.99	Very weak
0.20 - 0.399	Weak
0.40 - 0.599	Medium
0.60 - 0.799	Strong
0.80 - 1.000	Very Strong

Source: Boucaud, 2017

Furthermore, the criteria for hypothesis testing that was used in this research is presented in **Table 6**, as follows:

Table 6.
The Hypothesis Testing

Significance	H ₀	H ₁
< 0.01	Rejected	Accepted
> 0.01	Accepted	Rejected

Source: Fraenkel, 2006

3. FINDINGS AND DISCUSSION

The minimum, maximum, and mean of students' motivation to learn was presented in the **Table 7**, as follows:

Table 7.
Minimum, Maximum, and Mean, of Students' Motivation to Learn

Minimum	Maximum	Mean
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208

494

365.50

We can see from Table 7 that the maximum or the highest score of the student was 494, and the minimum or the lowest score was 208. The mean was 365.550.

The data from students' motivation questionnaire were analyzed by looking into the students' motivation indicators as used in this study. There were six indicators used in this study. They were positive-task orientation, ego-involvement, high aspiration, needs for achievement, goal orientation, and perseverance. The analyses showed that for each statement students were various in their responses.

The scores, frequency, and percentage of students' motivation based on the result of the questionnaire is presented in **Table 8** as follows:

Table 8.
Score and Frequency of Teacher's Teaching Style

Score	Frequency
153	1
162	1

We can see from Table 8 there were two scores on the teacher's teaching style because the respondents in this cases were only two teachers. The scores were 153 (N = 1, 50%) and 162 (N = 1, 5-%).

As for the teacher's teaching style, the analyses were developed based on four indicator as used in this study. Those indicators were teacher's attitude, teacher's method, teacher's role, and teacher's standard and expectation. The analyses showed the teachers' responses were not very various than those in students' motivation questionnaire. Such lack of variation in responses for this questionnaire was surely due to the number of teachers as sample in this study were only two teachers, responding to their respective teaching classes, that is, class IX A and IX B. The coefficient correlation between students' motivation and teachers' teaching style is presented in the **Table 9**, as follows

Table 9.
Coefficient Correlation between Students' Motivation and Teachers' Teaching Style

Motivation	Teaching Style	Coef. Correlation	Correlation
3.29	3.83	1.000	Very Strong
3.75	4.05		

From **Table 9**, we can see that the coefficient correlation between students' motivation to learn and teacher's teaching style was 1.000. and based on the coefficient correlation category used in this study, it indicates that there is a strong correlation between the students' motivation and teacher's teaching style.

Table 10.
The Hypothesis Testing

Sig. Level	H ₀	H ₁	Interpret.
< 0.01	Rejected	Accepted	There is significant correlation

As to prove whether or not students' motivation to learn was correlated with teacher's teaching style, hypothesis testing was conducted. The result of the analysis showed that the significance level was less than 0.01 (< 0.01), meaning that there was correlation between students' motivation to learn English with teacher's teaching style. It was also revealed from the data analysis that the students' motivation to learn and teacher's teaching style were correlated at level of 1.000 correlation, indicating that there was a very strong correlation between students' motivation to learn and teacher's teaching style.

4. CONCLUSION

Based on the findings in the data analyses in this study, the conclusions of this study are as follows, it was suggested that there was significant correlation between students' motivation to learn English and teacher's teaching style in SMPN 29 BUTON and the level of the correlation was a very strong. Some recommendation are then made based on the finding in the data analyses of the study. Further researchers in the area of students' motivation to learn English and teacher's teaching style should investigate the cause and effect to shed more light on their relationship under the controlled experimental settings. Besides, they should also look into the possible underlying reasons as to why students' motivation to learn English and teacher's teaching style are related.

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