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The 7th International Conference on English Language Teaching, Linguistics and Literature

"Promoting Global Diversity, Partnership and Prosperity through English Development"

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Head Office : Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang

Jl. Gajayana 50, Malang (65144)   HP : 081233233144
Email : admin@theeliteconference.com   Website : theeliteconference.com

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CORRELATION BETWEEN STUDENTS' PERCEPTION ON TEACHING STYLES AND THEIR MOTIVATION IN LEARNING ENGLISH

Sri Wahyuni
Amalia Ananda
IAIN Kediri
wahyu_uni78@yahoo.com
nanda.amalia125@gmail.com

Abstract:

This article aims at investigating the correlation between the perception of students on teaching styles and their motivation in learning English language. This study employed a correlational research design. The research was conducted in Islamic Junior High School in Nganjuk. A hundred and sixty (160) students participated in the present study. To get the data, two types of questionnaire were used. Those were Teachers Teaching Styles Questionnaire developed by Chen (2008) and Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1991). In analyzing the data, correlation analysis using SPSS was employed in this study. The analysis result shows that the significant value obtained (p-value) was 0.968. It was greater than the significant level 0.05 (p > α). Hence, the null hypothesis (Ho) cannot be rejected. It indicates that there was not any significant correlation between the perception of students on teaching styles and their motivation in learning English. The calculation shows that coefficient of correlation was 0.003 (very low). It can be concluded that students' perception on teaching styles gives less contribution and has very low relationship to their motivation in learning English.

Key words: teaching styles, students' perception, learning motivation

The role of teachers in education cannot be changed by others and should be dinamic. It seems to be changing from preprogrammed knowledge dispensers to instead students learning facilitators and the environment of learning. Hence, It is a must to empower teachers in exercising their professional judgment in the classroom to attain clearly expressed goal. Professional teachers should be given latitude to test individual approaches based on strategic goals and incentive systems. They should get training to support them in this larger role including more time for peer interaction to share views on what is effective.

In learning English language, every student has own characteristic, so teacher should use teaching style variously and creatively. To teach a language properly, a language teacher needs to be able to understand the relationship between motivation and its effects upon language acquisition. Every student has inherent psychological needs and internal motivations and reasons that engage him/her in classroom learning activities. The students' passion is associated with good learning. Positive and supportive environment in the class creating by the teacher can make the students more passionate to learn language. Moreover, the role of students in the classroom cannot be ignored. Teacher can change from passive students to progressive students. Teaching style of the teachers is greatly swayed from their personal experiences and many teachers attempt to use their own experience teaching/learning tactics in their classrooms which may or may not be suitable in all situations (Munir and Rehman, 2016). It is, therefore recommended that the teachers should change their teaching technique, keeping in view personal requirements of every student.

Teaching style is a teacher's way to make decisions about a course, an individual class, or even a curriculum entirely. After the teachers analyze the learners' characteristics, the objective of learning, and the teachers' instructional preferences, they can decide the course materials, structure, the way of assessment, and others.

Teaching styles reflect the teachers' beliefs and values in holding the role of learners in learning. In fact, many teachers teach in the way they were taught. They usually can be characterized as field independent in which focus more on content, use formal methods of teaching, teacher centered and structured class activities. In contrast, student center is perceived more positive

by students in learning process. According to Chen (2008), there are four categories of teaching styles namely authoritarian, democratic, laissez fair and indifferent teaching styles.

The first teaching style is authoritarian style. The teachers having this style tend to have authority. They decide the rules of class and specify consequences for violations of the rules. Next, there is democratic style. The teachers having this style set firm expectations for student behavior and learning, but they tend to be flexible and respond to various students' needs. Students have more change to make decisions in the environment of teaching and learning. The third is laissez Fair style. Teacher having this style is described as caring and nurturing because they provide emotional support for their students. However, they place more emphasis on learning independently and rarely set expectations for students. The last is indifferent style. The teachers having this style focus on their personal work. They rarely spend time with or pay attention to students beyond class time. They offer little or no emotional support. Moreover, these kinds of teachers rarely establish rules to control learning experiences of students.

Beside teaching styles of the teachers, students' motivation is also an influential factor in fructifying any functional and effective classroom setting with interest, hope and expressive fruitful teaching experience. Motivating students of foreign language in advancing successfully in learning the target language (English language) is a domain that has been discussed widely in many language learning studies. In fact, there is still much argumentation on to what extent motivation influence language learning as there is not clear evidence of how motivation manipulates the success or failure of the target language. In words, motivation is manipulating, inspiring, and persuading learners in a way to advocate and boost their professional aims. According to Brown (2007), motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.

There are two types of motivation, intrinsic and extrinsic. Both types of motivations were originally used to research what motivation causes in a variety of contexts. Intrinsic motivation is an important factor when considering language learning. It comes from internal of the students. It is present when students actively seek out and participate in activities without having to be rewarded by materials or activities outside the learning task. The students are motivated because of the enjoyment of gaining competence and the pleasure that the activities can have producing new language (Dailey, 2009: 9-10). Unlike intrinsic motivation, extrinsic motivation involves engaging in a task due to external factors. It means working for money and food, or it can involve taking actions to avoid harm.

There are some ways for teachers to improve motivation levels in the L2 classroom by focusing on two factors. The first is intrinsic factors that related with; relevant materials and activities. Teachers can select materials and activities which are relevant to students' interests and needs. They can go a long way in shaping students' attitude towards L2 learning, increasing learner confidence, fostering learner competence, and fostering learner autonomy. The second factor is extrinsic and instrumental factors that related to the ideal L2 self internalization and promotion (Nicholson, 2013).

Many educators have proposed ways in developing and supporting motivation. Bernaus and Gardner (2008) explain that the ways could be grouped into four categories. The first focuses on condition of classroom. The second concerns on generating students' motivation by enhancing their language-related values and attitudes, increasing their goal orientation, making the curriculum relevant and creating realistic learner beliefs. The third involves maintaining motivation by setting *proximal sub-goals*, improving the quality of the experience of learning, increasing student self-confidence, creating learner autonomy, and promoting self-motivating learner styles. The fourth category deals with encouraging positive self-evaluation by promoting attributions to effort rather than to ability, providing motivational feedback, and increasing satisfaction of learner.

Motivation mostly affects the second language learning (SLL) (Lifrieri, 2005; Ahmed, Aftab, and Yaqoob, 2015). Without appropriate motivation, language cannot be learned. However, no one can dislike the teacher methodology and strategies. Kaboody (2013) said that motivation can be affected if a student is feeling uncomfortable in the class. He conducted a study on investigating second language motivation, the role of teachers in learners' motivation". He investigated how teachers can generate and maintain motivation in their teaching practices. He found that teachers' role is significant to increase or decrease students' motivation. Teachers have a great responsibility to initiate motivation of students and keep it alive throughout the process of learning.

In accordance with the elaborate background above, this study aims at investigating the correlation between students' perception on teaching styles and their learning motivation in English language at Secondary school.

Method

In line with the aim of this study that is investigating the relationship between the perception of students on teaching styles and their motivation in learning English language, the present study employed a correlational research design. Through simple random sampling, one hundred and sixty (160) of the second grade students of Islamic Junior High School in Tanjung Anom, Nganjuk engaged in the present study.

To collect data, two types of questionnaire were used. Those were Teachers' Teaching Styles Questionnaire (TTSQ) developed by Chen (2008) and Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1991). TTSQ was used to collect the data on students' perceptions of their teachers' teaching styles. It categorized teaching styles into four categories: authoritarian, democratic, laissez-faire, and indifferent. Then MSLQ was used to measure students' motivation for conceptual change, self-efficacy, and beliefs about knowledge, intrinsic and extrinsic motivation. The questionnaire consisted of 31 items, and each item was scored based on 7-point Likert scale (1 = very untrue of me, 2 = untrue of me, 3 = somewhat untrue of me, 4 = neutral, 5 = somewhat true of me, 6 = true of me, 7 = very true of me).

The questionnaires for the students were distributed during their normal class session. Clear instructions and explanation for filling out the questionnaire are given at the beginning. After the questionnaires were completed, it was collected directly. The researcher reminded the participants that (a) they were volunteers and had the right to decline participation at any time without punishment; (b) their data would be kept anonymous and confidential, and (c) they could feel free to ask questions if they did not understand any part of the questionnaires. The objective of the study was explained and then students were instructed to complete the questionnaire. It took approximately 45 minutes to answer the questionnaires.

In analyzing the data, correlation analysis using SPSS - product-moment was used in this study. Furthermore, two-tailed correlational analysis is executed in testing the research question whether there was any significant correlation between the perception of students on teaching styles and the motivation of students in learning English language.

Research Finding

The questionnaires were distributed on April 2017. From the students' score obtained, the researcher calculated through SPSS to find out the descriptive statistic of the data. In this study, teaching style is defined as a plan of action defining the teachers' and learners' specific decisions for the purpose of accomplishing objectives in subject matter and behavior (Ashworth, 1998: 121). There are four kinds of teaching styles classified in the questionnaire: authoritarian, democratic, laissez faire, and indifferent teaching style. The teachers' dominant styles can be identified by their attitudes and behaviors toward the learner, the curriculum, the classroom, and the educational process in general. The descriptive statistic of teaching style questionnaire can be described as follows:

Table 1
Descriptive Statistic of Teaching Styles

N	Valid	160
	Missing	0
Mean		101,28
Median		102,00
Std. Deviation		9.920
Variance		98.414
Range		56
Minimum		66
Maximum		122

From the calculation of SPSS above, it shows that the mean of the teaching styles score is 101.28, and the SD is 9.920. The highest score of the questionnaire is 122 and the lowest score is 66. The interval between the high score and the lowest is 56.

As mentioned previously, one of the most influential factors for learning a foreign/second language (L2) is motivation. It can be defined as a physical, psychological or social need which motivates the individual to reach or achieve his goal and fulfill his need and, finally, feel satisfied owing to achieving his aim (Mahadi and Jafari, 2012: 230-235). Each individual may have levels and amounts of motivation differently from others. Moreover, not only levels and amounts of motivation in individuals are different, their motivation types can be also different. The descriptive statistic of motivation questionnaire can be described as follows:

Table 2
Descriptive Statistic of Motivation

N	Valid	160
	Missing	3
Mean		154.64
Median		158.00
Std. Deviation		19.220
Variance		369.390
Range		167
Minimum		50
Maximum		217

From the data above, it shows that the mean of the motivation questionnaire score is 154.64 and the SD is 19.220. The highest score of the questionnaire is 217 and the lowest score is 50. The interval between the high score and the lowest is 167.

From the data that have been mentioned above, the researcher found the total scores of the teachers' teaching styles and the motivated strategies for learning English language questionnaires. After that, the researcher uses Pearson Product Moment to know the correlation between the perception of students on teaching styles and their motivation in learning English language. The analysis is used to examine the hypothesis of the present study. The statistical hypothesis of is formulated as follows:

Ha : There is significant correlation between the perception of students' on teaching styles and their motivation in learning English language

Ho : There is no significant correlation between the perception of students' on teaching styles and their motivation in learning English language

The formulation of the rejection of the hypothesis is as follows:

1. If the significant value (p-value) < 0.05, it means that the null hypothesis is rejected, and there is a significant correlation.
2. If the significant value (p-value) > 0.05, the null hypothesis is cannot be rejected and there is no significant correlation.

The result of calculation using Pearson Product Moment is presented in Table 3.

Table 3
The Correlation Analysis Result

Correlations		Teaching Styles	Motivation
Teaching Styles	Pearson Correlation	1	.003
	Sig. (2-tailed)		.968
	N	160	160
Motivation	Pearson Correlation	.003	1
	Sig. (2-tailed)	.968	
	N	160	160

Based on the calculation using SPSS above, the researcher found the significant value is 0.968; it is greater than 0.05. Therefore, the null hypothesis (Ho) cannot be rejected. In other words, there is not enough evidence to reject the null hypothesis. It indicates that there is no significant correlation between students' perception on teaching styles and their motivation in English Language learning.

In determining the correlation between the two variables, the researcher follows standardized coefficient of correlation. The highest value of correlation is 1. Here is the table of standardized coefficient of correlation (Anwar, 2009: 104).

Table 4
Standardized Coefficient of Correlation

No	Coefficient of Correlation	Meaning or Interpretation
1.	0.00-0.199	The correlation is very low
2.	0.20-0.399	The correlation is low
3.	0.40-0.599	The correlation is enough
4.	0.60-0.799	The correlation is high
5.	0.80-1.00	The correlation is very high

Based on the Pearson Product Moment Correlation calculation (in Table 3), the coefficient of correlation is 0.003. Therefore, it can be interpreted that the correlation between the perception of students on teaching style and their motivation in English language learning is very low. It is relevant with indication that there is no correlation between the perception of students on teaching styles and their motivation in English Language learning based on the significant value (p-value).

Discussion

The aim of this study is to analyze the correlation between the perception of students on teaching styles and their motivation in English Language learning. Based on the calculation correlation analysis in SPSS, it shows that the significance value obtained is 0.968 which is more than 0.05. Hence, the null hypothesis (Ho) cannot be rejected. In other words, we do not have enough evidence to reject the null hypothesis. It indicates that there is no significant correlation between the perception of students on teaching styles and their motivation in English Language learning.

Relevant with the null hypothesis that cannot be rejected, the correlation coefficient between the perception of students on teaching style and their motivation in English language learning is very low. The calculation shows that coefficient of correlation is 0.003. According to coefficient of correlation table, the correlation is very low. It indicates that if students only have minimum level of teachers' teaching styles perception does not mean they also get poor motivation in learning English. Some students got low scores in teaching styles questionnaire but they got high scores in motivation questionnaire.

This study shows that students' perception on teaching styles does not have any significant role in learning English motivation. This finding does not support the earlier research by Mastoor (2013) from Northern Arizona University. He conducted a study on investigating second language motivation: the role of teachers in learners' motivation that explains the way teachers can generate and maintain motivation in their teaching practices. Mastoor concluded that significant roles can be played by teachers in increasing or decreasing students' motivation. They have a great responsibility in initiating motivation of students and keep it alive throughout the learning process.

Although perception on teaching styles might be a source to increase students' motivation that useful for English learning, there may be other possible factors influencing a better motivation. According to Williams and Burden's theory (1997: 120) about motivation in learning of language, there are two factors that affect students' motivation, internal and external factors. Internal factors include interest, personal relevance, feeling of competence, self-efficacy, awareness of developing skills, , self-concept, attitudes, confidence, and anxiety. In other side, external factors include teachers, parents, rewards, punishment, learning environment, time of day, week, and year, societal expectation and attitudes.

In line with the theory above, Abrudan (2010) stated that motivation as an essential factor in a foreign language learning which is affected by some variables: personality variable, the students' attitude, their learning style, and the power relationship between languages. This study shows that intrinsic factors give more significant role in increasing students' motivation. It proves that teaching style as one of external factor certainly does not give significant role compared with intrinsic factors. In line with this explanation, Wimolmas (2012, 904-915) conducted a survey study on motivation in learning of English language of the first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. He examined the kind and level of motivation in English language learning (instrumental or integrative). He concluded that instrumental/ intrinsic factors are higher than integrative/ extrinsic factors. The inclination of students toward instrumental motivation could be of great value for the enhancement through new focuses on the program of Institute in English language enhancement.

Furthermore, Saheb (2014) conducted a study on motivation toward English language learning in Stockholm´s upper secondary schools for adults. She found that English teachers play an essential role in adult education because English itself is a prerequisite for individual progress in society. She stated that various factors can interfere with motivation of adults in learning English such as students' personal and professional lives.

The teacher's style in teaching can be seen when s/he conducts the process of teaching and learning. Behaviors of teaching reflect the beliefs and values that teachers hold about the role of learner in the exchange. In fact, in a teacher's mind, students having high motivation participate actively in class, express interest in the subject matter, and study a great deal (Patsy and Nina, 2013: 88). Teachers also play more roles on these behaviors of students and the motivation they represent than on the students' reason to study the second language or their attitudes toward the language and its speakers. Students having high motivation learn more seriously and try to get maximum benefits, rather than merely getting by or doing the minimum amount of work necessary. In academic achievement context, the concerns of motivation would be addressed when for example, some students complete tasks despite number of

difficulty, while others stop at the slightest provocation, or when some students set such unrealistically high goals for themselves that failure is bound to occur (Sandra and Bernard, 2010: 63).

Conclusion

According to the finding and discussion stated previously, a conclusion can be drawn that there is not any significant relationship between the perception of students on teaching styles and their motivation in learning English. The data showed that most of students got the minimum score of teaching styles questionnaire, but they got good score in motivation questionnaire. Therefore, it can be concluded that teaching styles gives less contribution and has very low relationship to the students' motivation in learning English. Students who have low perception on teaching styles do not mean that they also get low motivation in learning English.

Students' motivation can be affected by other factors that must be known in teaching and learning English. They are intrinsic and extrinsic factors. Intrinsic factor is internal desire to perform an action because it is enjoyable and satisfying. They include interest, awareness of developing skills, personal relevance, and feeling of competence, self-efficacy, self-concept, attitudes, confidence, and anxiety. In other side, extrinsic factors come from external factors driving learning for instrumental goals such as earning reward or avoiding punishment. They include teachers, parents, rewards, punishment, learning environment, time of day, week, and year, societal expectation and attitudes.

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Authors' Brief CV

Sri Wahyuni is an English lecturer at the English Study Program of STAIN Kediri. She got her undergraduate degree from STAIN Kediri in 2007. She earned her magister degree in 2010 and her doctoral degree in 2016 from the State University of Malang majoring in English Language Education. Her interests are academic writing, TEFL, and language assessment. She can be contacted via email wahyu_uni78@yahoo.com. **Amalia Ananda** is a student at English Study Program of STAIN Kediri. She can be contacted via email nanda.amalia125@gmail.com