

THE STUDENTS' PERCEPTIONS ON ENGLISH TEACHERS' TEACHING STYLE AND HOW IT AFFECTS ON LEARNING MOTIVATION

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ABSTRACT

This study used students' perception to know their perception on the English teachers' teaching style and how their perceptions affect their learning motivation in English. This study used survey method with questionnaire as the instrument that distributed to 342 students. The data was verified using interview method. The results were the students had good enough perceptions on the English teachers' teaching style. Moreover, this result showed the students interested to learn English when the English teachers call the students by their nickname, use vocabulary that students easy to understand, give clear explanation and mastering the material, give clear instruction, demonstrate how to pronounce words, give a task to the students, ask the students to find out learning resource independently, explain material not only speech, ask the students to do discussion. Through this study, perhaps, the stakeholder makes policies to give a room such as workshops for the English teachers to know this case and encourage them in such a way, and then the English teachers can do the teaching style that makes the students interested in learning English to increase the students learning motivation.

Keywords: Perception; Teaching Style; Learning Motivation

INTRODUCTION

Teacher is a part of educational field. Teachers should have four teacher competencies to make them become a teacher with good quality. The four competencies that teachers should have namely pedagogic competency, professional competency, personality competency, and social competency (Padmadewi et al., 2017). Pedagogic competency is teacher's ability to manage students learning; professional competency is teacher's ability in mastering learning material widely and deeply; personality competency is teacher's ability in personality that includes kind, wise, and becomes a good model for all students; and Social competency is teacher's ability in communication and interaction with all students and colleagues at school.

As a teacher, they are expected to have good attitude during teaching and learning process. The students will follow what the teachers do because the teachers as their model in the school. Therefore, teachers should have

good attitude. Teachers should develop their attitude quality in personality, pious, and social morals (Alma, 2010; Kemendikbud, 2015). The students will copy what the teacher does. Teachers should be polite, sympathetic, love, and concern with the students in the learning process (Robinson, 1998). The teacher should think twice when they are doing something. It will be followed by students because they think that what the teacher does is right.

Besides attitude, the teachers are expected to have good interaction in the learning process. Good interaction is necessary because the teacher will understand students' emotions and achievements (Rasmitadila et al., 2019). Good interaction here means how the teacher does communication with the students. Good relations among teachers and students can be built by good communication (Richmond, 1990). Students' success has a relationship with good communication of teachers (Khan, 2017).

Attitude and interaction are parts of the teaching style. The teaching style is a

manner in which a teacher manages the instruction and classroom environment (Gafoor, 2017). Teaching style, includes teacher's attitude, behavior, and action in the teaching and learning process (Hasibuan & Moedjiono, 2010). The teacher's action here means the teacher's activity in the teaching process. The teacher's activity includes interaction among the teacher and the students. Teaching style is teachers' activities such as making interaction in the learning process with students (Usman, 2010). Behavior is a teacher's characteristic (Lamatokan, 2018). Attitude also is an individual characteristic (Metin et al., 2012). Based on the theory above, teaching style is attitude and interaction.

Besides Attitude and interaction, teaching style also are expert, formal authority, personal model, facilitator, and delegator (Grasha, 1996). Expert is teacher's ability in skill, knowledge, information that students need; formal authority is teacher's way in the teaching process includes methodical; personal Model is teacher teaches the students using personal as the example then the students will observe it; facilitator is teacher's interaction with the students in the learning process, and delegator is students as an independent learner in the learning process (Grasha, 1996). Some teachers already use those types of teaching styles in the teaching and learning process. Teachers use all of those teaching styles, but they are dominant in several types of teaching styles. Based on a previous study shows that most students perceived that their teacher used an authoritative style and the small number of students perceived that their teacher used facilitator style. Teaching style also is teacher-centered and students-centered (Kurniati & Surya, 2017).

Based on pre-observation that conducted in SMA Negeri 2 Amlapura, the English teachers already showed their teaching style. Nevertheless, the English teachers had weaknesses on their teaching style. The first one, the English teachers did not say thank you or please when asked students' help. It belongs to attitude because the signal of politeness is from words thank you and please (Patanduk, 2017). The second one, the English teacher did not smile when doing an interaction with the students. Besides, the teacher also did not use eye contact when answering the students'

questions. The English teacher used low intonation, and the teacher's racing in speaking was fast. Interaction uses language as a symbol (Laksmi, 2012). She said that language here can be non-verbal such as body language or verbal like spoken or written form. Communication non-verbal includes facial expression, eye contact, touching, and intonation (Amrullah, 2012). Amrullah also stated that communication verbal includes vocabulary, racing, sound, humor, short and clear, and timing.

Based on that problem, the English teachers in SMA Negeri 2 Amlapura are not relevant with the expectation about a teacher namely has good teaching style. The teachers should say thank you and please when asking something to the students and the teachers also should use eye contact when answering the students' questions. Thus, they can show their good teaching style such as attitude and interaction. To confirm the problem, this study was important to be conducted. This study used students' perceptions.

Teacher's teaching style effects on students' motivation. The implementation of teaching style can prevent the students' boredom and more motivate them in learning (Idhaufi & Ashari, 2017). To motivate students in learning, the teacher's ability is needed and they need to use teaching style. As a stimulator for students' motivation, the teacher needs to use method and styles in teaching (Vărășteanu & Iftime, 2013). Teacher in using various teaching style can increase students' motivation (Nir & Hamairi, 2014). The relationship between motivation and teaching style. They found that there is a significant relationship between them (Idhaufi & Ashari, 2017). There are two categories of students' motivation namely intrinsic motivation and extrinsic motivation (Fachraini, 1394). Intrinsic motivation is students' desire that comes from an individual's self to achieve their goal (Fachraini, 1394). External motivation is a motivation that students get from the external incentive (Penny, 1996).

A few previous studies only focused on the students' perception on the teachers' teaching style. Therefore, in this study, besides focused on the high school students' perceptions on the English teachers' teaching style, and it focused also on how the students' perceptions effect on their motivation in

learning English. The objectives of this study were to analyze the high students' perceptions on the English teachers' teaching style and to analyze how the students' perceptions affect their motivation in learning English.

METHOD

This study used qualitative research. The type of qualitative research in this study was Case study. This study was conducted in SMA Negeri 2 Amlapura. The subjects of this study were 342 students. This study used survey method. The instrument of this study was two questionnaires with used Likert scale. The first questionnaire was used for collecting data of the first research question namely what are the high school students' perceptions on the English teachers' teaching style? While the second questionnaire was used for collecting the data of the second research question namely how the students' perceptions effect on their motivation in learning English. The total items of each questionnaire were 24 items. The dimensions of the questionnaires were attitude, interaction, expert, authority, personal model, facilitator, delegator, teacher-centered and student-centered. In this study used Interview for triangulating the data.

The steps for collecting the data were the first, the researcher share the questionnaires through link of Google form. The second, the students opened the link and filled the questionnaires. They chose the scale

1 if they strongly disagreed with the statements, scale 2 if they think disagreed, scale 3 if they neutral, scale 4 if they agreed, and scale 5 if they strongly agreed. The last, the researcher checked the result of the students' answer and downloaded inform of Microsoft Excel.

The data that obtained from questionnaires were analyzed using a formula that was adopted from Ratminingsih et al., to get the percentages every dimension. Then, the category of the percentage could be seen on the criteria table of percentage by (Ratminingsih et al., 2017). To know the criteria of whole dimensions, it could be seen on the table criteria by (Arikunto, 1998).

In triangulation, the researcher used interview method. The interviewees of this study were students that had highest score and lower score of questionnaires. To analyze the interview data, the researcher used data reduction, data display, and conclusion drawing.

FINDING AND DISCUSSION

Research findings

The result of first questionnaire that distributed to 342 students of SMA negeri 2 Amlapura about students' perceptions on the English teachers' teaching style could be seen on the Table 1.

Table 1. The result of the first questionnaire

Dimensions	Mean
Attitude	83.2%
Interaction	54.2 %
Expert	81.3 %
Authority	72.6 %
Personal Model	83.5 %
Facilitator	71.5 %
Delegator	88.6 %
Teacher-Centered	78.2 %
Student-Centered	74.1 %
Total	74.4 %

Based on table 1, the mean of students' perception on the English teachers teaching style of Attitude dimension was 83.2%. It belonged to positive perceptions. The indicator of the item in attitude dimension

was the English teachers' verbal attitude in teaching and learning process. The item of the attitude dimension was about calling students' name during teaching and learning process. Based on the result, the students gave positive

responses. They perceived that their English teachers call them by their nickname when teaching and learning process. It means that the English teachers had good attitude style during teaching and learning process. It was supported by the interview result, the students sated that their English teachers called them by their nickname when the students tried to answer question and when the teachers checked the students' attendant.

The mean of students' perception on the English teachers' teaching style of interaction dimension was 54.2%. It belonged to positive perceptions. The indicator of the item in interaction dimension was the English teachers' vocabulary in communication with the students during the teaching and learning process. The item of interaction dimension was about using vocabulary. Based on the result, the students gave positive responses. They perceived that their English teachers did not use unfamiliar vocabulary when teaching and learning process. It means that the English teachers had good interaction style during teaching and learning process. It was supported by the interview result. The students stated that their English teachers used common or daily vocabulary that students easy to understand.

Furthermore, the mean of students' perception on the English teachers' teaching style of expert dimension was 81.3%. It belonged to positive perceptions. The indicator of expert dimension was the English teachers' ability in skill, knowledge, and information in the teaching and learning process. The item was about giving material to the students. Based on the result, the students gave positive responses. It means that they perceived that their English teachers were good in giving material during teaching and learning process. It was supported by the interview result. The students stated that their English teachers gave clear explanation and mastering the material.

Next, the mean of the students' perceptions on the English teachers' teaching style of authority dimension was 72.6%. It belonged to positive perceptions. The indicator of authority dimension was the English teachers' way in the teaching process. The item of authority was about giving clear instruction to the students. Based on the result, the students gave positive responses. It means that they perceived that their English teachers gave them clear instruction during teaching

and learning process. It indicated that their teachers had good authority style. It was supported by the interview result. The students stated that their teachers gave them clear instruction before doing task.

The mean of the students' perceptions on the English teachers' teaching style of personal model dimension was 83.5%. It belonged to positive perceptions. The indicator of personal model dimension was the English teachers teach the students using personal as the example. The item was about demonstrating how to pronounce word. Based on the result, the students gave positive responses. It means that they perceived that their English teachers demonstrated how to pronounce word correctly to the students when teaching and learning process. It indicated that their English teachers had good personal model style. It was supported by the interview result. The students stated that their English demonstrated how to pronounce unfamiliar word for them.

Based on table above, the mean of students' perceptions on the English teachers' teaching style of facilitator dimension was 71.5%. It belonged to positive perception. The indicator of facilitator dimension was the English teachers' interaction with the students in the teaching and learning process. The item was about giving task during teaching and learning process. Based on the result, the students gave positive responses. It means that the students perceived that their English teachers gave them task during teaching and learning process. It indicated that the English teachers had good facilitator style. It was supported by the interview result. The students stated that their English teachers gave the task and adjusted the time.

Furthermore, the mean of students' perceptions on the English teachers' teaching style of delegator dimension was 88.6%. It belonged to positive perception. The indicator of delegator dimension was the English teachers let the students become independent learners in the teaching and learning process. The item was about asking the students to find out learning resources independently. Based on the result, the students gave positive responses. It means that the students perceived that their English teachers asked them to find out learning resources independently. It indicated that the English teachers had good delegator style. It was supported by the

interview result. The students stated that their English teachers asked them to find out learning resources independently when they could not come or could come to the class.

Next, the mean of students' perceptions on the English teachers' teaching style of teacher-centered dimension was 78.2%. It belonged to positive perception. The indicator of teacher-centered dimension was the English teachers are dominant in the teaching and learning process. The item was about explaining material from the beginning until the end of class. Based on the result, the students gave positive responses. Likely, the result was not same with the students' recognition in the interview result. The students stated that their English teachers did not explain material from the beginning until the end of class but interspersed it with assignments or exercises.

Based on table above, the mean of students' perceptions on the English teachers' teaching style of student-centered dimension was 74.1%. It belonged to positive perception. The indicator of student-centered dimension

was the students are dominant in the teaching and learning process. The item was about asking the students to do discussion during teaching and learning process. Based on the result, the students gave positive responses. It means that the students perceived that their English teachers asked them to do discussion during teaching and learning process. It indicated that the English teachers had good student-centered style. It was supported by the interview result. The students stated that their English teachers asked them to do discussion when they learn about advertisement material.

Overall, the mean of the students' perceptions on the English teachers' teaching style was 74.4%. 74.4% means good enough (Arikunto, 1998). In summary, the high school students had good enough perception on their English teachers' teaching style.

The students' perceptions toward their English teachers' teaching style that obtained from questionnaire 1 affect the students' motivation in learning English. It could be seen on the table of the result of questionnaire 2.

Table 2. The result of Questionnaire 2

Dimensions	Mean
Attitude	77.9 %
Interaction	53.5 %
Expert	89.3 %
Authority	86.5 %
Personal Model	81.3 %
Facilitator	97.0 %
Delegator	91.2 %
Teacher-Centered	91.6 %
Student-Centered	84.7 %
Total	79.4 %

Discussion

In this study, the finding found that the students had a positive perception on the English teachers' attitude such as calling students' names. By calling students' names, they become interest to learn English. In general, calling students' names is important. The name reflects the students' origin or their family. When they are called by their name correctly, they might feel comfortable in learning. The name connects to the students' origin, group, country, or their parents or family. In addition, mispronounced students' names by the teachers could affect their

emotional, of course, connected to their learning (Kohli & Solórzano, 2012). Thus, the English teachers should call students' names by their nickname correctly.

In interaction dimension, the students had positive perception. It means that the students perceived that the English teachers had good interaction such as using vocabulary that student easy to understand. If the English teachers used vocabulary that students easy to understand, the students would be interested to learn English. Thus, there was a relationship between using vocabulary and students' learning motivation. Studying English will

find new vocabulary every day, nevertheless, for the type of someone that always finds the meaning in the dictionary definitely will be stress and confuse, then that type will be easy to frustrate and give up in learning (Astini, 2020). It means that when the students give up because hard to find out the meaning of vocabulary, they will be less motivated to learn English.

In this study found that the students had positive perceptions on the English teachers' attitude and interaction style. Furthermore, the students had positive perceptions on the English teachers' expert style. When the English teachers explained material clearly and mastering the material, the students would be interested to learn English. There are several factors that affect students motivation, one of them is teachers' effort which means how the teachers prepare themselves in students' learning start from mastering material, how to delivery it, getting students' attention, evaluating students, and so on (Darsona, 2000). The teachers that less preparing and less mastering material until the teachers presenting the material not clear, thus make the students less like the learning or the teachers (Slameto, 2010).

Next, the students had positive perceptions on the English teachers' authority style. It means that they perceived that their English teachers had good authority style such as giving clear instruction during teaching and learning process. The students interested to learn English when the English teacher gave them clear instruction. Giving instruction has a direct impact on learning such as the lesson or activity becoming fail and chaotic when the students do not understand what they should do (Sowell, 2017). A language that we need in organizing a class consists of simple expression (Doff, 1988). It means that if the English teachers give clear instructions with simple expressions, the students can understand what they should do, it might make the students interest to learn English. Thus, the English teachers should give the students clear instructions during the teaching and learning process.

The students had positive perception on the English teachers' personal model style. It means that the students perceived that their English teachers had good personal model style such as demonstrating how to pronounce word correctly. The students interested to learn

English when the English teachers demonstrating how to pronounce word for them during teaching and learning process. One of the basic principles of teaching pronunciation is the students hear the teachers' voice and then repeat it after the teacher (Yoshida, 2016). A demonstration is a method of learning that demonstrating and showing the students about process, situation, or thing (Sumerti, 2018). Related to this study, the English teachers demonstrating the students about the process, where the process here was how to pronounce words. One of the advantages of using demonstration was giving the students a strong motivation to more energetic in learning because they are involved in the learning process (Roestiyah, 1991). Thus, when the teachers demonstrate how to pronounce the word to the students, they will be motivated.

Furthermore, the students had positive perceptions on the English teachers' facilitator style. It means that the students perceived that their English teachers had good facilitator style such as giving task to the students. The students would be interested to learn English when the English teachers gave the task during teaching and learning process. Giving tasks had a goal to the students producing stable achievement because the students doing exercises during finishing tasks (Roestiyah, 2001). It means that when the students do tasks in the learning process, they can produce their stable achievement. If the students know the result of their task, they will be motivated to learn. Through knowing the result of the task, moreover there is progress of it, the students will be motivated to learn (Sardiman, 2011). Tasks stimulate the students to be active in learning individually or group (Sumerti, 2018). Thus, giving tasks to the students during the teaching and learning process can motivate the students to learn and also active. Related to this study, the English teachers give the students task, then they will be motivated to learn English.

Next, the students had positive perception on the English teachers' delegator style. It means that the students perceived that the English teachers had good delegator style such as asking them to find out learning resources independently. The students would be interested to learn English when their English teachers asked them to find out learning resources independently. Asking the

students to find out learning resources independently call as inquiry learning. Students' role in inquiry learning is to find out the learning resources independently and the teachers as the leader (Sumerti, 2018). Moreover, she adds asking the student to find out the learning resources independently has a benefit for students such as giving space to them for studying based on their learning style. Inquiry learning have a contribution of the development of students' academic achievement, motivation, problem-solving, thinking, and laboratory skill (Bayram et al., 2013). Thus, the students interested to learn English when the English teachers ask to find out learning resources independently.

Teaching style is expert, authority, personal model, facilitator, and delegator style (Grasha, 2010). From those five teaching styles, the most teaching style is used by the English teachers in SMA Negeri 2 Amlapura was the Delegator style. It was proven the high mean percentage among those five teaching styles. The high one was the Delegator style with 88.6%.

Furthermore, the students had positive perceptions on the English teachers' teacher-centered style. It means that the students perceived that their English teachers had good teacher-centered style such as explaining material from the beginning until the end of class. Nevertheless, the students confirmed that their English teachers did not do that. Moreover, they interested to learn English when the English teachers explaining material interspersing it with an assignment, and explain material through video not only speech. It indicated that the students uninterested to learn English when the English teachers only speech in explaining material from the beginning until the end of the class. Speech can make the students bored in the class. Speech is a boring method for students (Sumerti, 2018). She adds that the body of students in the class but their mind is not there because of the teachers' uninteresting explanation. If the learning material does not become students' attention, then boredom arises, and then the students do not interest in learning (Slameto, 2010). Thus, the English teachers should explain material not only do speech from the beginning until the end of class to motivate the students in learning.

Among teachers-centered style and student-centered style, in this study found that

the teacher more used teachers-centered. It was proven by the high mean percentage of both styles. The high was teachers-centered with 78.2%.

Based on the finding of this study, the students had positive perceptions on the English teachers' teaching style such as attitude, interaction, expert, authority, personal model, facilitator, delegator, teacher-centered and student-centered. The students will interest to learn English if the English teachers call them by their nickname; use vocabulary that students easy to understand; give the students clear explanation, and mastering the material; give the students clear instruction during teaching and learning process; demonstrate how to pronounce the word to the students; give a task to the students; ask the students to find out learning resource independently; explain material not only does speech from the beginning until the end of class; and ask the students to do discussion in the teaching and learning process. It should be disseminated. Perhaps, the stakeholder makes policies to give a room such as workshops for the English teachers to know this case and encourage them in such a way, and then the English teachers can do the teaching style that makes the students interested in learning English to increase the students learning motivation. For the English teachers, perhaps they can increase their teaching style by joining to workshop about teaching style that the stakeholder held. From the workshop, they might get information about how to increase the students' motivation. For other researchers, they can create a study about teaching style to help the stakeholder and English teachers to find solutions in increasing students' motivation using teaching style.

CONCLUSION

Based on the findings and discussion above, the conclusion was first the high students in SMA Negeri 2 Amlapura had a good enough perception on the English teachers' teaching style. The second, the students of SMA Negeri 2 Amlapura will interest to learn English when their English teachers call the students by their nickname, use vocabulary that students easy to understand, give clear explanation, and mastering the material, give clear instruction during teaching and learning process,

demonstrate how to pronounce the word to the students, give a task to the students, ask the students to find out learning resource independently, explain material not only does speech, ask the students to do discussion.

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