

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the Background of the Study, Reason for Choosing the Topic, Research Questions, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of the Key Terms, and Outline of the Study.

1.1 Background of the Study

Learning is a process of interaction among students themselves, students and educators, learning resources and learning environment. Learning a foreign language has become an essential need for everyone to keep up with today's rapidly in globalization development. The involvement of English in daily life cannot be avoided because it becomes an international language and language of power in which people will have more opportunities when they master it. Language itself is the main human system of communication which is needed by people to create a meaning, understanding and also becomes the unifying language from different countries. Moreover, globalization has made the English becomes one of global contacts languages. Hence, English has been a *lingua franca* which is widely used and important to be learned.

Indonesia's involvement in globalization requires people to master English. In its teaching, English is still taught as a foreign language in Indonesia or commonly referred to Teaching English as Foreign Language (TEFL). Teaching English in Indonesia is a challenging activity because with its vast

operational area in education, English is still not yet used in daily life. The vast operational area in education means that English is taught in all level of education such as elementary school, junior high school, senior high school or even in university level either as compulsory or local content subject. However, many students of EFL class which has been mentioned before still use English only for theoretical specific purpose. It means that students learn English only in the classroom as a subject matter not something associated with English for daily and professional communication in order to support further their future.

In educational system, teaching and learning English take quite a long process, since the use of 2013 curriculum, the amount of English lesson per week is reduced while the scope of mastering it is still the same, so as consequence students get many tasks. Hence, the teachers and students as the factors that may influence the teaching and learning process are expected to be able to cooperate in supporting the process within this new curriculum. As one of the important variables in the teaching learning process, teachers should be aware of the important role as educators, they must be equipped with the knowledge of the changing trends in education.

For many years, a teacher is the center of teaching-learning process in many classrooms or called as teacher-centered which has dominant in teaching and learning activity. Meanwhile, students become passive or rather just recipients of a teachers' knowledge and wisdom, so they have no control over their own learning. Nowadays, a teacher only becomes a facilitator to the students during the learning process or called as learner-centered. In contrast, students become more

active in learning and they have greater input based on what they learn, how they learn it, and when they learn it. It means that students take responsibility of their own learning and directly involve in the learning process.

Furthermore, teachers have a variation on how they manage their classes, how they interact with their students, and how they view their roles as educators. In fact, one of the biggest challenge for teacher nowadays is motivating while engaging their students in classroom who dislike learning English in order to lessen their risk of failure. Motivation is the process through which individuals are driven to increase their action or performance either by intrinsic or extrinsic factors (Forman, 2005). Most Indonesian students have low motivation and think that English lesson is something difficult to be learned because it is very complex which includes four skills: listening, speaking, reading and writing that should be mastered. Even though, some students seem naturally enthusiastic about learning English and can do it independently, but others still need or expect their teachers can inspire or stimulate them to maintain their interest to the course in the first meeting.

Moreover, another challenge which is faced by teacher is providing learning opportunities to improve students' achievement. Teachers must be fair when they give the scores to the students, and they cannot manipulate the scores just depend on their personal subjective. The teacher should considerate in the scoring, it must be assessed from the students' ability during learning process. If students have no desire or motivation in learning, so it does not only become a big problem to the students but also the teachers. Students who have lack motivation

in learning will get low or bad scores. However, the important English outcomes change the students' ability to understand how learning is relevant to their future because it is directly related to students' motivation to learn new material. Consequently, teachers must have interesting teaching styles to present the English lesson to reach each kind of students' characters, so their teaching is not getting boring in monotonous way to catch students' attention.

In particular, teaching styles have greater impact on teaching process especially in this case is on teaching English lesson. Teaching style is defined as teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching (Fan & Ye, 2007). It may be said that teaching style is more than a methodology and subject knowledge, it is a multidimensional phenomenon which explains how a teacher presents information about the subject, interact with the students, and manage classroom tasks. Teaching style plays an important role in bringing up the students' motivation level to learn the English lesson, so the students can get the highest achievement. According to Artvinli (2010), teaching styles are the leading factors that shape and assure the success of a highly complex teaching and learning process.

Further, teachers should understand that one style of instruction may not meet the needs of all students. Callahan, Clark, and Kellough, (2002), state that students differ in the way they approach the learning process and deal with various learning activities. Therefore, the teachers must consider individual learning differences and recognize the students' needs to modify their own teaching style. Unfortunately, students are not always willing or able to

communicate their opinions freely to their teachers. Students just receive the informations or follow the instructions from their teachers without communicating if the teachers' teaching are considered less comfortable or even not suitable for the students.

Considering the background above and regarding the challenges which faced by teachers today in teaching classroom, this study is going to investigate the influence of a teachers' teaching styles towards students' English learning motivation and achievement based on the students' and a teachers' perception. It is very needed to fill the gap by providing and preparing teachers with a broad of information about students' perception in different context to improve their teaching style as the deciding factor in classroom. In addition, teachers also can evaluate their teaching practice to discover the way in teaching classroom between what they do and what the students' expect, and then meet all of students' expectations and needs during teaching and learning process.

1.2 Reason for Choosing the Topic

This study considers to take the topic from the following reasons:

1. It is important for teachers to be aware of students' needs in teaching English lesson. Teachers should have flexible teaching styles which aim to improve the quality of their teaching. Teachers are expected to have broad experience of teaching English lesson to foster students' learning motivation to learn effectively in order to increase their subject knowledge, then directly they can improve their achievement.

2. In English teaching classroom, students require any particular treatment from teachers. Students do not only need material according to their ability, but also the proper teaching styles to provide a good learning experience. This experience deals with how teachers communicate with students, and how teachers should attempt to engage students in learning English lesson. It is expected that teachers and students have personal connection among them to support teaching and learning process mutually sustainable.

1.3 Research Questions

This study is created based on the following questions:

- a. What are the students' and a teacher's perception on the influence of a teacher's teaching styles towards students' English learning motivation and achievement?
- b. How the teacher's teaching styles affect students' English learning motivation and achievement?

1.4 Objective of the Study

The purposes of this study are as follows:

- a. To find out the students' and a teacher's perception on the influence of a teacher's teaching styles towards students' English learning motivation and achievement.

- b. To describe the effect of a teacher's teaching styles towards students' English learning motivation and achievement based on students' and a teacher's perception.

1.5 Significance of the Study

The result of this research is expected to give some contributions as follows:

1. Pedagogical significance

- a) For teachers, the results of this study is expected to help teachers as their input in the process of teaching reflection with the knowledge that students may be taught by using different teaching styles.
- b) For school leaders, it will be beneficial to school leaders to identify the characteristics of each teacher in order to know their teaching styles whether it can be encouraged students to be active participants in the classroom or not.

By knowing the students' perception about teachers' teaching styles in teaching English lesson, it may help teachers to see their role from a different viewpoint and understand the importance of reflecting on their teaching process as well as adjusting their teaching styles. Moreover, teachers may realize that it is important to teach in various teaching styles according to students' expectations and needs in learning process.

2. Practical significance

- a) For teachers, this study can be an input for teachers to improve the quality of their teaching style in classroom. Teachers can provide a proper teaching style to the students and also make the class more attractive during learning process. In addition, teachers can accommodate varying learning preferences and meet the students' needs in learning English activity.
- b) For students, students' need can be known after giving their perception. From this case, teachers can fulfill all of students' necessity in learning English lesson. Therefore, the students can be more motivated to learn new material then make them to get a good achievement.
- c) For the readers and future researchers, this study is expected will give information and references in their attempts for knowing about the importance of teaching styles that may give influence towards students' English learning motivation and their achievement.

1.6 Limitation of the Study

To avoid the ambiguity, this study limits the scope of research into two points:

- a. The perception of the influence of teacher's teaching styles towards students' English learning motivation and achievement is taken both from students and a teacher.

- b. The motivation meant was more to extrinsic motivation which deals with the individual's motivational stimuli which comes from outside rather than the self, such as rewards, grades, parental or instructor approval.

1.7 Definition of the Key Terms

- a. Teaching Style

According to Cooper (2001), teaching style is all of teaching techniques and activities and approaches that a teacher employs in teaching a certain subject in the classroom or the sum total of instructional activities, techniques, and approaches that a teacher feels most comfortable using when he or she is in front of a class. It can be concluded that teachers use teaching styles as their approach to the students to reflect on their role as educators and what students needs. Teachers should take into account that students learn in various ways, so they should consider on modifying their teaching styles to meet students' needs.

- b. Motivation

As stated by Sardiman (2012), motivation can be considered as the overall driving force in students that lead to learning activities. It can be defined that learning motivation as the combination of effort and desire to achieve the goal of learning the language which leads to a conscious decision to act in order to attain students' learning goals.

c. Academic Achievement

Synder, Dollow, and Hoffman (2007) represent academic achievement as mastery and solid performance demonstrating competency in subject matter. From that statement, it can be known that achievement is not only about the scores but also how the students really understand the material, and they become knowledgeable in learning English lesson.

1.8 Outline of the Study

This final project consists of five chapters, they are:

Chapter I presents the introduction of the study. It consists of the Background of the Study, Reason for Choosing the Topic, Research Questions, Objective of the Study, Significance of the Study, Limitation of the Study, Definition of the Key Terms, and Outline of the Study.

Chapter II presents review of related literature. This chapter describes Teachers' Teaching Styles, English Learning Motivation, English Academic Achievement, Review of Previous Studies, and Theoretical Framework.

Chapter III presents research method. This chapter explains Research Design, Variables of the Study, Subject of the Study, Instrument of the Study, Validity and Reliability, Data Collection Techniques, Procedures of the Study, and Data Analysis Techniques.

Chapter IV presents research findings and discussion. It describes the Analysis of the Results and Discussion of the Findings.

Chapter V presents conclusion and suggestions. It describes a conclusion from the data that have been discussed in the previous chapters and suggestions that refers to the next action to do.