

**RELATIONSHIP BETWEEN STUDENTS' PERCEPTION ON
TEACHING STYLES AND THEIR MOTIVATION IN
LEARNING ENGLISH LANGUAGE**

THESIS

Presented to
State College for Islamic Studies
In Partial Fulfilment of the Requirements
For the Degree of *Sarjana* in English Language Education



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(STAIN) KEDIRI
2017

APPROVAL PAGE

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TEACHING STYLES AND THEIR MOTIVATION IN LEARNING
ENGLISH LANGUAGE”**

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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ABSTRACT

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Key words: Students' Perception, Teaching Styles, Students' Motivation.

English learning is associated with learners' passion. It can be related to motivation that plays a pivotal role in the learning foreign language. Every student has their own needs, motivation, and reasons that engage them in classroom learning activities. If a teacher is able to use different and creative style in teaching, it can create positive and supportive environment in the class. The purpose of this study is to know the significant relationship between students' perceptions of teaching styles and their motivation in learning English language.

This study adopts a descriptive survey method. The specific survey method used in this study is the questionnaire survey. The researcher conducts the research in Islamic Junior High School Tanjunganom, Nganjuk. The sample of this research are 160 students from second grade. The questionnaires used in this study are Teachers' teaching styles questionnaire developed by Chen (2008), and The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1986). Data from the questionnaires are analysed using the Statistical Program for Social Science (SPSS) version 21 and Pearson product-moment correlation analysis to know the significant relationship between students' perception on teaching styles and their motivation in learning English language.

The result of the data analysis shows that significant value (p -value) is $0.968 > 0.05$, so the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) cannot be rejected. It indicates that there is no relationship between students' perception on teaching styles and their motivation in learning English Language. The calculation shows that coefficient of correlation is 0.003. According to coefficient of correlation table, the correlation is very low. It is relevant with the null hypothesis. Therefore, it can be concluded that students' perception on teaching styles gives less contribution and has very low relationship to their motivation in learning English.

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DEDICATION

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MOTTO

Success usually comes to those who are too busy to be looking for it

~Henry David Thoreau~

Families are the compass that guide us. They are the inspiration to reach great heights, and our comfort when we occasionally falter

~Brad Henry~

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