# CHAPTER I

# INTRODUCTION

This chapter presents the background of the research, the research problem, the objective of research, the significance of the research, the scope and limitation of the research, and the definition of the key terms.

## A. Background of the Research

Education is much more than a personality contest. The role of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. Professional educators should be given latitude to test individual approaches based on strategic goals and incentive systems. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction to share views on what is effective. Overall, teachers should do unto the students as they would want done unto themselves.

In learning English language, every student is different from one another therefore, a teacher should use different and creative styles in teaching. A language teacher cannot teach a language properly if he or she is unable to understand the relationship between motivation and its effects upon language acquisition. All the students have inherent psychological needs and internal motivations and reasons that engage them in classroom learning

activities. Good learning is associated with learner's passion. If teacher is able to create positive and supportive environment in the class then the students would be more passionate to learn language therefore the classroom environment should be student centered. At any study level it cannot be ignored the role of student. Teacher can shift a student from passive to progressive learner. It is necessary that tutor transforms to students some of their control over syllabus teaching and learning.

The 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.[1] It is, therefore recommended that the teachers should change their teaching technique, keeping in view personal requirements of every student. Teaching styles reflect the beliefs and values that teachers hold about the learners' role in learning. Learning styles provide insight into the ways learners perceive, interact with and respond to the environment in which learning occurs. Many teachers teach in the way they were taught which usually can be characterized as field independent (content oriented, formal teaching methods, less student involvement, structured class activities).

Motivation is a fundamental factor to fructify any functional and effective classroom setting with interest, hope and expressive fruitful teaching experience. Motivating foreign language learners to advance successfully in learning the target language (English language) is a domain that has been

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[1] Farrukh, M., Ati, U.R. "Most Frequent Teaching Styles and Students' Learning Strategies in Public High Schools Of Lahore, Pakistan", *Institute of Education and Research*, 28(2), (March-April, 2016), 1669-1674.

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. Brown defines motivation more pragmatically as 'the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit'.[2]

Lifrieri stated that motivation mostly affects the second language learning (SLL). Without proper motivation, language cannot be learned. But one cannot deny the fact that motivation can be affected if a student is feeling discomfort in the class and he or she disliked the teacher methodology and strategies.[3] In China, Kyriacou and Zhu explained the perception of students regarding their motivation and their perceived influences on others. The findings indicated that these students' English language learning motivation is dominated by life and career based reasons rather than integrative one. The motivation plays a pivotal role in the learning of new language.

Based on the reasons above, the researcher conducts a research which is entitled **"Relationship between Students' Perceptions on Teaching Styles and Their Motivation in Learning English Language"**.

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[2] Brown, D.H., Teaching by Principles: An Interactive Approach to Language and Pedagogy (New York: Pearson Publishers, 2007).

[3] Lifrieri, V., A sociological perspective on motivation to learn EFL: The case of secuelas plurilingües in Argentina. Unpublished Master thesis (Argentina: University of Pittsburgh, 2005) Cited in Mumtaz A., Maria A., Humaira Yaqoob. "Students' Motivation toward English language Learning at Undergraduate Level". *Advances in Language and Literary Studies*, 6(3), (Australia, June 2015), 230-238.

## B. Research Problem

Based on the background of the research above, the statement of the problem of this research is as follow: Is there any significant relationship between students' perceptions of teaching styles and their motivation in learning English language?

## C. Objective of the Research

Based on the statement of the problem above, the objective in this research is to know the significant relationship between students' perceptions of teaching styles and their motivation in learning English language.

## D. Hypothesis

There are two kinds of hypothesis. They are alternative hypothesis and null hypothesis.

1. Alternative hypothesis (Ha)

   Ha　　: there is relationship between students' perceptions of teaching
   　　　　styles and their motivation in learning English language

2. Null hypothesis (Ho)

   Ho　　: there is no relationship between students' perceptions of teaching
   　　　　styles and their motivation in learning English language

In this study, the researcher takes the hypothesis that there is there is relationship between students' perceptions of teaching styles and their motivation in learning English language (Ha).

**E. Significance of the Research**

The result of the study is expected to be useful for:

a. The Teacher

   For the teacher, the writer hopes that the teachers consider many factors that effects students' motivation especially about teaching styles used in learning English language. In other side, the teacher can be more creative and innovative in design their teaching and learning plan. So they can create good condition and enjoyable learning to teach English language in classroom.

b. The Student

   For the students, the result of this study is expected to help them to be more motivated in learning English language based on the teaching styles applied in classroom and they can find what style that suitable in motivating them.

c. The other Researcher

   For the other researcher, the writer hopes they can get information from this study. It can be references for the future researcher.

d. For the School

   For the school, the result of this study can be used to develop good teaching styles in learning English language. It can motivate students in understanding and practicing English language.

**F. Scope and Limitation of the Research**

The scope of this study focused on the students' perception on teaching styles and their motivation in learning English language. This study is limited to the second grade students of Islamic Junior High School Tanjunganom, Nganjuk.

**G. Definition of the Key Terms**

Based on the topic in this study, there are three key terms that related with it. They are teaching styles, motivation, and English language learning theories.

1. Teaching Styles

Teaching styles represent a constant concern in the area of education and communication and through teaching behaviours they encompass are designed to create an atmosphere of emulation, reliable and productive cooperation within the teaching staff. Teaching style can be considered as the sum of behaviours, but at the same time, a mold which can flatten the differences between the behaviours especially when they can be in the relationship of evident antinomy. There are four categories of teaching style that are used in this research:

- Authoritarian Teaching Style

  The authoritarian teachers are accustomed to having authority. They establish all class rules and specify consequences for rule violations.

- Democratic Teaching Style

Teachers tend to be flexible and respond to various needs of students. Students are given more freedom to make decisions in the teaching and learning environment.

- Laissez Faire Teaching Style

On one hand, teachers who exhibit this teaching styles are described as caring and nurturing because they provide their students with emotional support. On the other hand, they place more emphasis on independent learning and rarely set expectations for students.

- Indifferent Teaching Style

The indifferent teachers 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.


2. Motivation

Motivation involves the study of many factors like student teacher relationship, self-respect and class room circumstances because it is a much understood feeling that you cannot perform well in a stressful and tense condition. Merce'E & Robert explain that these styles could be grouped into four categories. The first category concerns conditions in the classroom. The second category focuses on generating student motivation by enhancing their language-related values and attitudes, increasing their goal orientation, making the curriculum relevant, and creating realistic learner beliefs. The third category involves maintaining motivation by

setting proximal sub-goals, improving the quality of the learning experience, 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 learner satisfaction.[4]

- Value Component: Intrinsic Goal Orientation

  Intrinsic goal orientation concerns the degree to which the student perceives herself to be participating in a task for reasons such as challenge, curiosity, and mastery.

- Value Component: Extrinsic Goal Orientation

  Extrinsic goal orientation complements intrinsic goal orientation, and concerns the degree to which the student perceives herself to be participating in a task for reasons such as grades, rewards, performance, evaluation by others, and competition.

- Value Component: Task value

  Task value differs from goal orientation in that task value refers to the student's evaluation of the how interesting, how important, and how useful the talk is ("What do I think of this task).

- Expectancy Component: Control of Learning Beliefs

  Beliefs Control of learning refers to students' beliefs that their efforts to learn will result in positive outcomes. It concerns the belief that

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[4] Merc`E, B., Robert C. G., "Teacher Motivation Styles, Student Perceptions, Student Motivation, and English language Achievement". *The Modern Language Journal*, 92(3), (Spain, 2008), 387-401.

outcomes are contingent on one's own effort, in contrast to external factors such as the teacher.

- Expectancy Component: Self-Efficacy for Learning and Performance

Expectancy for success refers to performance expectations, and relates specifically to task performance. Self-efficacy is a self-appraisal of one's ability to master a task.

- Affective Component: Test Anxiety

Test anxiety is thought to have two components: a worry, or cognitive component, and an emotionality component. The worry component refers to students' negative thoughts that disrupt performance, while the emotionality component refers to affective and physiological arousal aspects of anxiety. Cognitive concern and preoccupation with performance have been found to be the greatest sources of performance decrement.

3. English language learning

English language learning is broadly defined as developing the ability to communicate using English language as second or foreign language. In English language learning, students have conscious knowledge of the language and can talk about that knowledge. The learning of a new language has a great scope in our lives. English language has been used as a communicating language for many years as it's an international language which helps us to interact with different people and

situations. The use of English language in the academic and professional life of the students is of paramount importance. It is an effective tool to improve the performance of students in oral and written communication.