



CHAPTER I

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INTRODUCTION

1.1 Research Background

Education is one of a vehicle that is used for developing our intellectual and professional and also has an important role in supporting Indonesian in a competitive world (Sukasni & Efendy, 2017). In Indonesia, there are several levels of education namely elementary, secondary, and tertiary education. Those educations are hoped to achieve the Indonesia education goal. According to Sukasni & Efendy (2017), Indonesia tries to develop formal education in several levels namely elementary, secondary, and tertiary education that is hoped to fulfill function and goal of National education which inserted in Indonesian law about National Educational System No. 20 in the year 2003 that has a function for developing ability and character and nation's civilization in intellectual life context; and head for developing students' potential to become human that has faith and afraid with God, noble, healthy, knowledgeable, skilled, creative, independent, and becomes a citizen of a democratic and responsible.

Teacher is an important role in the educational field. According to Hamalik (2013), there are eight roles of teachers in education namely teacher as an instructor, teacher as a counselor, teacher as a leader, teacher as a scientist, teacher as a person, teacher as a communicator, teacher as a modernizer, and teacher as a constructor. Hamlik (2013) explains that teacher as instructor means teacher gives instruction to students for understanding knowledge and developing students' attitude, skill, behavior, and social interaction; teacher as counselor

means teacher helps students in finding their problem and helps them in solving their problem; teacher as leader means teacher has responsibility in leading students in the class, the teacher manages class to make learning environment becoming fun; teacher as scientist means besides sharing their knowledge to students, teachers also develop their knowledge by studying, writing, and creating a book; teacher as person means teachers should show their good attitude to students to make learning process becoming effective; teacher as communicator means teacher accommodates aspiration, problem, needs, interest from society; teacher as modernizer means teacher implants modernization soul to students through knowledge and technology; and teacher as constructor means teacher helps in developing society such as joining society event.

Teachers should have four teacher competencies to make them become a teacher with good quality. Specifically, according to the Indonesian government through UU No. 14 in the year 2005 in Padmdewi, Artini, & Agustini (2017), the four competencies that teachers should have namely pedagogic competency, professional competency, personality competency, and social competency. UU No. 14 in the year 2005 article 10 verse (1) mentions that 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. Wahyuni (2012) conducted a competency test that conducted to 98.3% of teacher

or 285,884 teachers in Indonesia and found that teachers in Indonesia have a low level of teacher competency.

Teachers and students should have a good relationship. The students will be comfortable learning English if they have a good relationship with the teacher. Good relationships among teachers and students can build enthusiasm that makes teaching and learning process becoming comfortable (Amrullah, 2012). Robinson (1998) states that the relationship between teacher and students has a direct influence on students learning. Also, the relationship involves communication. It is explained that the teacher's attitudes influence how students learn about social attitudes. So, the teacher should have a good relationship with the students.

Teachers should have a good attitude and good interaction in the learning process. According to Kemendikbud (2015), teachers should develop their attitude quality in personality, pious, and social morals. In Indonesia, we have terminology for teachers namely "*ing ngarso sungtulodo, in ngarso mangun karso, tut wuri handayani*" which means that teachers should become a good model for students and can motivate students in learning from behind (Alma, 2010). The students will copy what the teacher does. Teachers should be polite, sympathetic, love, and concern with the students in the learning process, especially in the English course (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. So, as a teacher, they have to have a good attitude in the teaching process. According to Rasmitadila, Samsudin, & Prasetyo (2019), good interaction is necessary because the teacher will understand students' emotions and achievements. Good interaction here means how the teacher does

communication with the students. Richmond (1990) in Asrar, Tariq, & Rashid (2018) states that good relations among teachers and students can be built by good communication. Khan (2017) in Asrar, Tariq, & Rashid (2018) explains that students' success has a relationship with good communication of teachers. The teacher in SMA Negeri 1 Tabelo has a good attitude, behavior, and interaction that investigated through a questionnaire of students' perception (Lamatokan, 2018). Lamatokan got the result that the teacher's attitude is very good, the behavior is very good and the interaction as well.

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 & Babu U, 2012). Hasibun & Moedjiono (2010) in Lamatokan (2018) mention that teaching style, includes teacher's attitude, behavior, and action in the teaching and learning process. 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. Usman (2010) in Lamatokan (2018) states that teaching style is teachers' activities such as making interaction in the learning process with students. Behavior is a teacher's characteristic (Lamatokan, 2018). Attitude also is an individual characteristic (Metin, Acisli, & Kolomuc, 2012). Based on the theory above, teaching style is attitude and interaction.

Besides Attitude and interaction, according to Grasha (1996) in Gafoor & Babu U (2012), teaching style also are expert, formal authority, personal model, facilitator, and delegator. Grasha also explains that 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. 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 conducted by Omer (2018) through students' perception; the result of this study shows that teacher uses Expert (3.68), Authority (3.55), Personal model (3.50), Delegator (3.30), and Facilitator (2.99). It means, the students think that their teachers used much more expert style and least Facilitator style. Another study conducted by Sarkar (2017) also 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).

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. According to Varasteanu and Iftime (2013) in Inhaufi & Ashari (2017) state that, as a stimulator for students' motivation, the teacher needs to use method and styles in teaching. A study that conducted by Nir and Hameiri (2014) in Idhaufi & Ashari (2017) indicate that teacher in using various teaching style can increase students' motivation. Inhaufi & Ashari (2017) conducted a study about the relationship between motivation and teaching style. They found that there is a

significant relationship between them. There are two categories of students' motivation namely intrinsic motivation and extrinsic motivation (Fachrain, 2017). Fachrain (2017) explains that intrinsic motivation is students' desire that comes from an individual's self to achieve their goal. Penny (1996) in Fachrain (2017) states that external motivation is a motivation that students get from the external incentive.

Slameto (2010) mentions that perception is a process entering message or information into the human's brain. Also, perception happens through a human's five senses such as a sense of sight, sense of hearing, sense of touch, sense of taste, and sense of smell. On the other hand, perception is people's way to assess other people that they know (Dauda, Jambo, & Umar, 2016). Perception is a human's idea about something that they assume their idea is right (Lamatokan, 2018). Perception has a relationship with motivation. Motivation is human behavior or desire toward what they need (Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017). Learning motivation is a desire for learning that influenced by intrinsic and extrinsic factors (Uno, 2014). According to a study that conducted by Hasan and Thamrin (2018) about the relationship between students' perception of teachers' behavior and students' motivation in an online teaching environment, the result is there are some significant positive and negative relationship between students' motivation and their perception of teacher' behavior in the online classroom environment. Hasan and Thamrin also state that students' positive perception on teachers' classroom behavior is one factor that increases students' motivation. It means that perception can influence motivation.

Based on pre-observation that conducted by the researcher in two high schools in Karangasem. The researcher found that the two high schools in Karangasem already used teaching style. Nevertheless, the researcher found that one of both schools had strength and weakness in teaching style. The school was SMA Negeri 2 Amlapura. The English teacher used neat appearance and appropriate accessories in the teaching process; the English teacher used vocabulary that students are easy to understand. Besides, the teacher also used humor that made the students interested in the learning process. The English teacher also showed expert, authority, facilitator, personal model, and delegator style in the learning process. On the other hand, the English teacher had weaknesses in the teaching process. The English teacher 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 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. Laksmi (2012) stated that interaction uses language as a symbol. She said that language here can be non-verbal such as body language or verbal like spoken or written form. Amrullah (2012) stated that communication non-verbal includes facial expression, eye contact, touching, and intonation. Amrullah also stated that communication verbal includes vocabulary, racing, sound, humor, short and clear, and timing. Even though the English teachers had strength and weakness in their teaching style, the students still learn English in the class.

The English teachers had strength and weakness in teaching style but the students still learn English was a unique case. So that, the researcher attempted to conduct research about students' perception on the English teachers' teaching style and how it affects on their motivation in learning English. This study was conducted to analyze the high school students' perceptions on the English teachers teaching style where the teaching styles were attitude, interaction, expert, authority, personal model, facilitator, and delegator, teacher-centered and student-centered; and to analyze how students' perception on the English teachers' teaching style affect their motivation in learning English. This study conducted at SMA Negeri 2 Amlapura. This school was selected because based on pre-observation that conducted in two high schools in Karangsem, only SMA Negeri 2 Amlapura that the researcher found the English teacher had strengths and weaknesses in teaching style. This study hopefully can give significant for stakeholders, teachers, and researcher. For stakeholders, this study was expected to help the stakeholders to develop a workshop or training for the English teachers in increasing their teaching style. For teachers, the theory of teaching style and students' motivation in this study was expected to be used by the teachers as a guide in teaching English. For the researcher, this study was expected to support and help the other researchers to conduct a further study about teaching style by giving theoretically contribution.

1.2 Research Question

- a. What are the high school students' perceptions on the English teachers' teaching style?

b. How the students' perception on the English teachers' teaching style affects their motivation in learning English?

1.3 Research Objective

a. To analyze the high school students' perceptions on the English teachers' teaching style.

b. To analyze how the students' perceptions on the English teachers' teaching style affect their motivation in learning English.

1.4 Research Significance

This research respected the high school students' perceptions on the English teacher's teaching style and how the students' perceptions on the English teachers' teaching style affect their motivation in learning English. It was expected that this study gives benefits theoretically and practically.

1. Theoretical Significance

Theoretically, this study could be used as theoretical references for the perception of teaching style and learning motivation study in the academic field.

2. Practical Significance

The practical significances could be divided into three parts, namely for the stakeholders, teachers, and researcher.

a. For Stakeholders

This study was expected to help the stakeholders to develop a workshop or training for the English teachers in increasing their teaching style.

b. For teachers

The theory of teaching style and students' motivation in this study was expected to be used by the teachers as a guide in teaching English.

c. For researcher

This study was expected to support and help the other researchers to conduct a further study about teaching style by giving theoretically contribution.

1.5 Research Scope

This study would be limited and focusing on high school students' perception on the English teachers' teaching style and how the students' perception on the English teachers' teaching style affects their motivation in learning English. The students' motivation here only focused on extrinsic motivation because in this study, teachers' teaching style as the external factor for students' motivation in learning English. This study was conducted in SMA Negeri 2 Amlapura.

1.6 Definition of key-term

1.6.1 Theoretical Definition

1. Perception

Perception is people's way to assess other people that they know (Dauda, Jambo, & Umar, 2016).

2. Teaching style

The teaching style is a manner in which a teacher manages the instruction and classroom environment (Gafoor & Babu U, 2012).

3. Learning Motivation

According to Ryan & Deci (2000) in Gopalan, Bakar, Zulkifli, Alwi, & Mat (2017); Uno (2014) stated that learning motivation is a desire in learning which has two types namely intrinsic motivation and extrinsic motivation.

- a. Intrinsic Motivation is students' desire that comes from an individual's self to achieve their goal (Fachrain, 2017).
- b. Penny (1996) in Fachrain (2017) states that extrinsic motivation is a motivation that students get from the external incentive.

1.6.2 Operational Definition

1. Perception

Perception is an assessment of the students in SMA Negeri 2 Amlapura about their English teachers through observation during the teaching and learning process.

2. Teaching style

The teaching style is a manner in which the English teachers manage the instruction and classroom environment in the teaching and learning process at SMA Negeri 2 Amlapura.

3. Learning Motivation

Learning motivation is senior high school students' desire in learning English at SMA Negeri 2 Amlapura that categorizes in extrinsic motivation which means students' desire in learning English that they get from the external incentive.