

CHAPTER I

INTRODUCTION

This chapter describes the general issues related to the problem investigated in this study. These include the background of the study, research questions, aims of the study, the scope of the study, the significance of the study, clarification of related terms, and paper organization.

1.1 Background of the Study

A teacher is one of the essential factors in the education setting; he or she motivates and helps students to achieve their goals. The way the teachers conduct the teaching-learning process will affect the condition of students' motivation. Further, the motivation is one of the main influential factors in an individual's success in developing a second or foreign language. Once students are not motivated, they will not learn effectively, they will not participate in the learning activities and may even become disruptive. The fact is, however, that the teachers, they can demotivate their students. Some studies show that teachers fail to develop a learning atmosphere and then demotivate their students. The demotivation can give negative effect to the language learning process. Moreover, one of the teacher-related factors which decreasing students' motivation is teaching style (Hein et al., 2012).

The importance of teacher's roles also stated by Savolainen (2009, as cited in European Agency for Development in Special Needs Education, 2010). He says that a teacher is one of the most important factors in the teaching-learning process, they help students to accomplish their educational goals by providing opportunities to learn. Sikora (1997, as cited in Mkpanang, 2015) also stated that teachers have been completely accepted as one of the most important components of education; they affect the educational outcomes of their students. However, a study conducted by Marlina (2013) found that teacher-related factors, including teaching style, were also the most frequent causes of student demotivation. The same result also found by Dornyei (1998), Falout, Elwood, and Hood (2009), Hamada (2011), Kikuchi and Sakai (2009), Lee and Lee (2011), and Trang and

Baldauf Jr (2007). The study found that the teacher was the main factor which decreased students' motivation and the most appeared aspects related to the teachers were teachers' personality and teaching style.

Similar to students who have their own learning styles, teachers also have their own teaching styles that work best for them. Every teacher teaches differently and those teachers will agree that their style of teaching is uniquely their own; there are no similar teachers. Some teachers did the teaching in the way they were taught, and some others learned to teach by trial-and-error (Crews, Stitt-Gohdes, & McCannon, 2000 and Richlin & Cox, 1994, as cited in Rich, 2006). That particular individual does not really understand how their method fits into the framework of how individuals learn (Grasha & Yangarber-Hicks, 2000, as cited in Rich, 2006). Grasha (1994) believes that "a teaching style represented a pattern of needs, beliefs, and behaviors that faculty displayed in their classroom" (p. 142). Formerly, some researchers, including Grasha, have tried to classify these different behaviors and belief systems into teaching styles (Rich, 2006). Assessing and reflecting on teaching style may allow teachers to make better choices and decisions about integrating specific instructional strategies that fit into the framework (Grasha & Yangarber-Hicks, 2000, as cited in Rich, 2006). In addition, understanding teaching style may provide insight on how to improve the teaching (Conti, 1983, as cited in Rich, 2006).

Teaching style refers to all of the teaching techniques and activities and approaches that a teacher employs in teaching a certain subject in the classroom (Cooper, 2001, as cited in Rahimi & Asadollahi, 2012). Rahimi & Asadollahi (2012) also explain that the way teachers teach in the classroom has been found to be associated with teachers' personality, their content knowledge, their behavior in the class, how they manage their classes, and even the context of teaching. Grasha (1996) defines teaching style as permanent personal qualities and behaviors that appear in how teachers conduct their classes. He also says that it is both something that defines the teacher, that guides and directs their instructional processes and that gives impact on students and their ability to learn. Grasha's teaching styles theory will then be used as the framework for this study.

Grasha (1996) identifies five teaching styles including expert, formal authority, personal model, delegator, and facilitator. A teacher with expert style concerns on giving lots of correct information to the students, while a teacher with formal authority style concerns with acceptable, standard, and correct ways to do things since he or she has the role of a school member. Next, a teacher with personal model style acts as a model and encourages students to observe and apply one particular approach which is effective in teacher's point of view, while the one with facilitator style emphasizes the personal nature of teacher-student interactions in order to develop the capacity for independent action, initiative, and responsibility for students. Whereas, the delegator is concerned with students' autonomy who expects learners to work independently and help them just when it is needed.

Grasha (1996) emphasizes that these five teaching styles are clustered into four groups: a) the first cluster includes an expert style and formal authority style, b) the second cluster includes personal model style, expert style, and formal authority style, c) the third cluster includes facilitator style, personal model style, and expert style, and d) the fourth cluster includes delegator style, facilitators, and experts. The order of each style in the cluster reveals perceived the importance of that style in the blend; teacher uses some styles more often than others. Grasha says that each style is like a different color on an artist's palette which could be mixed. In painting, the dominant styles are the same as the foreground which is easily seen to present the artists' vision. The others are the same as to the background which supports and improves texture to what is figural. It is seen that everyone who teaches has each of five teaching style with different degrees.

Similar to teaching style, motivation is considered important since it has a close relationship with students' success or failure in the process of English learning (Su & Wang, 2009). The importance of motivation has been described by some researchers. Trang and Baldauf (2007) states that,

Research has shown that motivation is crucial for language learning ... in because it directly influences how much effort students make, how often students use language learning strategies, how much students interact with native speakers, how much input they receive in the language being learned, how well they do the curriculum-related achievement tests, how high their general proficiency level becomes, and how long they preserve and maintain language skills after language study is over ... (p. 80)

Motivation itself is described by Gardner (1985) as a “complex of factors including the desire to achieve a goal, effort expended in that direction and reinforcement or satisfaction associated with the act of learning” (p.10). He also adds that a highly motivated student will want to learn the language, enjoy learning the language and strive to learn the language.

From the concept exposed, it is seen that teaching style and motivation are two things which are taking a significant role in the teaching-learning process. Teaching style affects creating a classroom climate that is positive, stimulating, energizing, and effective for language learning (Brown, 2007 and Underwood, 1991, as cited in Rahimi & Asadollahi, 2012). Sheikh and Mahmood (2014) find that the different teaching styles have a significant effect towards the motivational level of the students. Many students attend classes due to the influential teaching style, in contrast, some teachers fail to build up a learning atmosphere, and make the students demotivated. Sheikh and Mahmood also say that particularly in the EFL learning process, where the students and teachers are both not Native-English speakers, teaching style plays a significant role in increasing the student’s motivation level.

Kikuchi and Sakai (2009), Sakai and Kikuchi (2009), and Tanaka (2005) explored how teachers influenced learners’ motivation. These studies suggested that teachers play one of the most influential roles to help students involve and keep on the process of language acquisition. The roles that teachers play in language classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are supposed to affect learner’s motivation.

A study conducted by Ruchaniyah (2012) also shows that there is a correlation between teaching style and students’ motivation. Teachers who have a

traditional teaching style will less motivate their students. A study on teaching style and motivation were also conducted by Sheikh and Mahmood (2014). Out of 25 teachers with different teaching styles 12 teachers and their intact classes were selected to explore the effect of different teaching styles on the motivational level of students' towards English Language Learning. The results reflect that the most prevalent style among English Language learners was delegator which is student-centered. The next two prevalent styles are expert and role model which are teacher-centered.

Another research was conducted by Shaari, Yusoff, Ghazali, Osman, and Dzahir (2014) which aimed to identify the relationship between lecturers' teaching style and students' academic engagement. Related to the lecturers' teaching styles, the majority of the lecturers used personal model followed by expert style, while delegator style gets the lowest mean. The majority of the respondents were found to be involved in the academic engagement. The results also show that there is a significant but moderate relationship between lecturers' teaching style with the students' academic engagement. Moreover, Akbari, Kiani, Naeeni, and Allvar (2008) investigated three important teacher-related variables, i.e. teaching styles, teachers' sense of efficacy, and teacher reflectivity to see how they relate to student achievement gains in English Language Teaching. They stated that teaching styles were the most significant factor in predicting student achievement outcome.

By considering the previous statements, an investigation to see the impact of teaching style on students' motivation in learning English as a foreign language in Indonesia is needed. Specifically, this study is conducted based on two main reasons, which are: 1) the inevitability to investigate the impact of teaching styles on students' motivation since a teacher is one of the most important factors in language learning and 2) the need to contribute to the field of teaching style and motivation in the Indonesian context since there is still a lack of studies on teaching style in accordance with students' motivation in Indonesian EFL context.

Looking at those facts, this study is then conducted to investigate (1) the dominant teaching styles performed by the teacher and (2) the correlation between

teaching styles and students' motivation. As a final point, the study is expected to contribute to both teachers and students. For teachers, hopefully, it will provide information about the impact of teaching style on students' motivation so that they can always improve their role in the teaching-learning process. Meanwhile, for the students, it will provide information that will help them to be more aware of their teacher's teaching style so that they can prepare themselves before entering the teaching-learning process in the classroom.

1.2 Research Questions

This study investigates two questions related to teaching styles and students' motivation in learning English as a foreign language. The following research questions guide the study.

- 1) What is the dominant teaching style of the teacher?
- 2) Is there any correlation between the teaching styles of the teacher and students' motivation in learning English as a foreign language?

1.3 Aims of the Study

In accordance with the background and research questions, the aims of this study are:

- 1) To identify the dominant teaching style of the teacher.
- 2) To identify the correlation between the teaching styles of the teacher and students' motivation in learning English as a foreign language.

By identifying the teacher's teaching style, the teacher can evaluate regarding the way the teacher is teaching the students. If a correlation between teaching styles and students' motivation is found whether it is negatively or positively correlated, the teacher can adjust her teaching style by looking at the students' aspects.

1.4 Scope of the study

The study focuses on identifying teacher's teaching style and the correlation between the teaching styles and students' motivation in learning English as a foreign language. It involves an English teacher and a class, including 30 eleventh grade students at a senior high school in Bandung. The teacher was selected by the researcher since he is considered as one of the best teachers at the school.

1.5 Significance of the study

Few studies exist in the area of teaching style or motivation, but there is still a lack of study, which integrates teaching style and motivation, particularly in an EFL setting in Indonesia. The present study is expected to contribute to both EFL subject teachers and students. The information in this study about how students perceive the teacher's teaching styles and how the teaching styles affect the students' motivation is expected to help the teachers see their role from the different point of views and understand the importance of reflecting on their teaching styles. Meanwhile, for the students, it will provide information that will help them to be more aware of their teacher teaching style.

Further, Papanastasiou (2002, as cited in Stanford, 2014) states that instructional delivery of teaching material plays an essential role in the mastery of the subject. Moreover, according to Holcomb (2001), teacher trainees typically develop a teaching style that is most comfortable to their personality, regardless of the subject matter or students that they intend to teach. Thus, it is expected that the results of this study could impact the way higher education departments teach and train future English teachers.

1.6 Clarification of key terms

The following key terms are presented to avoid misunderstanding of several terms or concepts in this research.

1) *Teaching style*

In this research, teaching style refers to methods, roles, and behaviors presented during classroom interaction which will then be taken a look at its influence on students' motivation. The theoretical foundation of teaching style applied in this research is Grasha's (1996).

2) *Motivation*

Motivation in this research is defined as the students' desire to learn English as a foreign language in the classroom because of their satisfaction experienced during the teaching-learning process, which is associated with the teacher's teaching style. The motivation is measured by using modified Grasha's Attitude/Motivation Test Battery (1985).

1.8 Paper organization

This paper is presented in five chapters, as follows.

CHAPTER I: INTRODUCTION

This chapter presents the background of the study, research question, the aims of the study, the scope of the study, the significance of the study, clarification of key terms, and paper organization.

CHAPTER II: THEORETICAL REVIEW

This chapter discusses some theories of teaching styles and motivation and also previous studies.

CHAPTER III: RESEARCH METHODOLOGY

This chapter gives a clear discussion on how the study is conducted and analyzed. It clarifies how the data are collected. The data analysis also will be explained.

CHAPTER IV: FINDINGS AND DISCUSSION

This chapter reports the data that have been collected, the findings of the study and discussion of the data which gained during the study.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and several recommendations of the study based on the analysis in chapter four. The conclusion states the answer to the research questions.