

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and suggestions dealing with the previous findings and discussion. On the first section, there will be conclusions of overall findings which are in line with the research questions. On the second section, there will be some suggestions for teachers, students, and further research related to teaching styles and motivation in learning English as a foreign language.

5.1. Conclusions

This study investigates teaching styles and motivation in learning English as a foreign language. The investigation deals with two research problems whose aims are (1) to identify the dominant teaching style of the teacher and (2) to identify the correlation between dominant teaching style of the teacher and students' motivation in learning English as a foreign language. The findings of each of these research problems have been presented in Chapter 4.

Regarding the first research question, it reveals that the dominant teaching styles performed by the teacher in order are (1) facilitator, (2) delegator, (3) expert, (4) personal model, and (5) formal authority. The findings show that the teacher mostly uses facilitator teaching style, delegator, and expert teaching styles. However, formal authority and personal model teaching styles are used in the classroom with minimal intensity. This study also confirms that teacher's teaching styles in this study fall into cluster 4 category of Grasha's four clusters of teaching style. In cluster 4, the primary styles are facilitator, delegator and expert, while the secondary styles are personal model and formal authority. Grasha (1994, p. 156) states that this blend of teaching styles sends a message to students that "I'm here to consult with you on the projects and issues you are exploring".

In this study, the further explanation about teaching styles is divided into teacher roles, teacher attitude/behaviors, and teaching method. In this case, the teacher takes many roles as provider of feedback, active listener, discussion facilitator, questioner, as well as consultant and resource person. He emphasizes the personal nature of teacher-student interaction in order to develop students' capability to work independently, initiatively, and responsibly. The roles and attitudes of the teacher with all the activities set lead the students to be an active, autonomous and critical learner. It is proved by the active participation of the students in the classroom. Most of the students raise their hands and answer questions given by the teacher; they even ask questions and give opinions critically.

Associated with teaching method, teachers with cluster 4 category of Grasha's four clusters of teaching style provide opportunities for students to work autonomously in small groups or independently on course activities and projects (Grasha, 1996, p. 298). In this study, the results from classroom observation and documentation which is a lesson plan, show that the teacher uses jigsaw and debate as his teaching methods. The activities are also mostly set in the form of group work discussion. During the activities, the teacher always moves around the classroom, makes sure the students understand the instructions and checks how far the students finish the task. Juan (2014) investigates that working in a group is a good thing since it can train students' listening, speaking, reading and translating skills in English language learning. It also helps build the confidence and sense of participation in the classroom.

In response to the correlation between dominant teaching style of the teacher and students' motivation in learning English as a foreign language, it is found that there is a strong positive relationship between teacher's teaching styles and students' motivation ($r_{xy} = 0.689$). Moreover, the calculation of Pearson's product moment correlation for each teaching style shows that from five teaching style, there is one teaching style which does not have a significant relationship to students' motivation; it is formal authority ($r_{xy} = 0.351$). The facilitator teaching

style comes up as style with the strongest relationship to students' motivation ($r_{xy} = 0.673$). Furthermore, in this study, the students' motivation is also measured. The results show that the mean is 3.75 and it is categorized as a high degree of motivation. It means that the students are highly motivated to learn English in the classroom.

5.2. Recommendations

Several recommendations are focused on the implications on teaching and learning process employed by the teachers and some directions for future research that stem from this study. Its implications on teaching and learning are expected to increase teachers' awareness of their teaching styles which to some extent affect learners' motivation. It is important for teachers to be aware of their teaching styles. Understanding teaching styles may help teachers identify the parts of teaching which either helpful or problematic and provide insight on how to improve teaching. As explained before, teaching styles give impact on students' motivation to learn. Some studies even show that teachers' teaching styles influence the students' engagement and achievement which will further affect the development of students' skills and proficiency.

It is also recommended that teachers pay attention to students' learning styles in developing teaching styles. Teachers should understand the background of performing certain teaching styles. A mismatch may cause learning failure and demotivation. Therefore, it is also important to be aware of their students' learning style. Moreover, to enhance the quality of language teaching-learning, the process of developing teaching styles would also have to focus on the students' needs.

Further, it is recommended for higher education departments to teach and train future English teachers more practical, and make sure they understand it very well. It is needed since instructional delivery of teaching material plays an essential role in the mastery of the subject. Thus, there are no future teachers who develop teaching styles based on what is more comfortable to them, and not the students.

A number of limitations have been recognized in this study. The first limitation is related to the sample size. This study only involved a teacher and 30 eleventh grade students. The sample is too small to be considered representative of groups of people to whom results will be generalized or transferred. The next limitation is the observation period. This study only took five-meetings observations. The last one is related to the methodology. This study cannot afford a statement of cause and effect since it is only a correlational study.

Some recommendations are addressed to the limitation of this study. The recommendations are addressed for future researchers who are interested in this issue to develop knowledge and understanding of teaching style. Since this study only involves a small number of participants from a private school, future research in this field may involve larger groups of participants to get more accurate analysis about teachers' teaching styles. The use of data collection techniques can also be improved through students interview. By conducting students interview, the natural occurrences of teaching styles employed by teachers can be seen. The data can be used to enrich the data gained from other data collection techniques. Next, since this is a correlational study which cannot provide a statement of cause and effect, future research can conduct other studies on teaching style with different methods which may produce a more detailed report and provide more valuable information.

Furthermore, it is expected for further researchers to investigate teaching styles and motivation deeper or to investigate other works on teaching style in conjunction with other variables. For instance, future research may gather information to help teachers recognize the important relationship between the teaching styles they utilize and their students' academic achievement. Otherwise, since teaching style is closely related to learning style, further research may conduct a study on teachers' teaching styles and students' learning styles in order to assist teachers in understanding the various learning styles favored by their students. They can also relate it to students' performance or achievement.