**ARTICLE**

**THE ANALYSIS OF ENGLISH TEACHERS’ TEACHING STYLES AND THEIR EFFECTS ON STUDENTS’ MOTIVATION AT SMA NEGERI 2 MAJENE**

***ANALISIS GAYA MENGAJAR GURU BAHASA INGGRIS DAN PENGARUHNYA TERHADAP MOTIVASI SISWA PADA SMA NEGERI 2 MAJENE***

**MASSAADA**

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**The Analysis of English Teachers’ Teaching Styles and Their Effects on Students’ Motivation at SMA Negeri 2 Majene**

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**ABSTRACT**

The objectives of this research were to find out: (1) the teaching styles that are applied by the English teachers at SMA Negeri 2 Majene, and (2) the effects of the English teachers’ teaching styles on the students’ motivation at SMA Negeri 2 Majene. This research employed qualitative method. This research was conducted in SMA Negeri 2 Majene. In term of the research subject, the researcher used purposive random sampling technique. Therefore, the subject of this research consisted of two out of five English teachers and eight out of the four classes of students. In collecting the data, the researcher applied semi structured interview and observation to gain the information of the teachers’ teaching styles and students’ motivation. The data of this research were analyzed by qualitative approach based on Miles and Huberman’s analysis which consisted of three steps, namely data condensation, data display, and drawing and verifying conclusions. The findings of the research revealed that (1) the English teachers at SMA Negeri 2 Majene applied four teaching styles, namely expert, formal authority, personal model, and facilitator. The dominant teaching styles in this research were expert, personal model, and formal authority. (2) the researcher elaborated students’ motivation into four categories which are based on Keller’s theory; they are attention, relevance, confidence, and satisfaction. Referring to those categories, the researcher found that teaching styles of the teachers affected students’ motivation.

**Key words:** *Teaching Style and ARCS Motivation Model*

**INTRODUCTION**

The English teaching and learning process is a pedagogical act that involves both the teachers and the students. Both of them are unique individuals who possess their own way of teaching and learning (Larenas et al., 2011:112). Teachers are responsible for regulating the classroom environment, including regulating classroom discipline, implementation of approaches and methods to learning, interacting with the students in the classroom. Hence, teachers are one of the most influential elements for the success of any educational system.

Patanathabutr (2008:361) states that teachers and teaching styles are affected factors of student learning ability in the educational system. Teaching refers to the actions of a real live teacher designed to impart learning to the student. In fact, several studies on the filed of teaching styles point out that more comprehensive research has to be conduct to really unravel the impact and correlation of a determined teaching style on students and their learning, particularly the motivation of students in learning English.

According to Sheikh and Mahmood (2014:825), the teaching styles either motivate or demotivate the students towards the subject. In particular, teaching styles have greater impact, when a foreign language is taught. Teaching styles have great impact on students’ motivation and their achievement in the subject. Many students attend classes just because of the influential teaching style, on the contrary some teachers fail to develop a learning atmosphere, and demotivate the students. Teaching style plays an important role in bringing up the students’ motivation level. It is assumed that when students are motivated, then learning will easily take place. Hence, it requires a variety of teaching styles or techniques that should be used by teachers just to capture students’ interest and motivation.

Furthermore, this topic which brings also the researcher to fulfill the purposes of this research, thus, they are guided by the ensuring following questions:

1. What are teaching styles applied by the English teachers at SMA Negeri 2 Majene?
2. How are the effects of the English teachers’ teaching styles on the students’ motivation at SMA Negeri 2 Majene?

**LITERATURE REVIEW**

1. **Teaching Style**
2. Definition of Teaching Style

Cook (2008:235) states that a teaching style is a loosely connected set of teaching techniques that are believed to share the same goals of language learning and the same views of language and second language learning. Furthermore, teaching style is viewed as a particular pattern of needs, beliefs, and behaviours that teachers display in the classroom. He also states that style is multidimensional and affect how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field and mentor students (Grasha, 1996:3).

1. Teaching Style Categories

Grasha (1996:154) identified five teaching styles as follow:

1. ***Expert Style***

The expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The teacher is concerned with transmitting information and ensuring that students are well prepared.

1. ***Formal authority Style***

This teaching style is teacher-centered methodology where teachers are responsible for providing and controlling the flow of content. The formal authority type keeps status among some students just because of knowledge and role as a faculty member. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students.

1. ***Personal Model Style***

This type is also teacher-centered approach where the teacher demonstrates the skills that students are expected to learn. This teaching approach encourages students’ involvement in the class and teachers adapt their presentation to include various learning styles. The teacher believes in ‘teaching by personal example’ and establishes a prototype for how to think and behave. The teacher oversees guides and directs by showing how to do things, encouraging students to observe and then to follow the teacher’s approach.

1. ***Facilitator Style***

This style is considered a student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for various tasks. This teaching style fosters independent as well as collaborative learning. The teacher typically designs group activities which require active learning, student-to-student collaboration and problem-solving.

1. ***Delegator Style***

This is also a student-centered approach where the teacher delegates and places the control and the responsibility for learning on the students and/or groups of students. The teacher is concerned with developing students’ capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The delegator style often gives students a choice in designing and implementing their own complex learning projects while the teacher acts in a consultative role.

1. **Motivation**
2. Definition and the Nature of Motivation

Motivation is not only an intensive desire for learning and acquiring knowledge of English, but also an inner cause that push students forward in English learning with enthusiasm and willingness. As stated by Gardner in Tuan (2012:431), motivation second or foreign language learning refers to the combination of effort plus desire to achieve the goal of learning the language and favorable attitudes towards learning the language. Furthermore, Harmer (1991:3) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. If people think that their goal is worth doing and attractive for them, then they try to reach that goal; this is called “the action driven by motivation. On the other hand, Ellis (1997:75) states that motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language.

1. The ARCS Motivation Model by Keller

The ARCS motivation model consist of the amount of effort a student is willing to exert in pursuit of a goal and in the context of learning, therefore, motivational tactics have to support instructional goals. For this purpose, instruction can be designed to enhance four students’ motivation categories (Keller, 2000:3). These categories are presented as follows:

1. ***Attention***

Attention is related to students’ curiosity and interest. According to Dörnyei and Ushida (2011:50), interest deals with the intrinsic motivation and is centered on the individual’s inherent curiosity and desire to know more about himself or herself and his or her environment. Furthermore, the examples of teaching and learning activities that are provided by teachers in the classroom involve incongruity, conflict, games, role-play, hands-on/minds-on methods, questions, problems, brainstorming, videos, mini-discussion groups, lectures, visual stimuli, and story-telling.

1. ***Relevance***

Dörnyei and Ushida (2011:50) state that relevance deals with the extent to which the student feels that the instruction is connected to important personal needs, values, or goals. According to Keller (2000:4), relevance is related to students’ experience and needs. Furthermore, the examples of teaching and learning activities that are related to this category include paraphrase content, use metaphors, give examples, ask students to give examples from their own experiences, use concept map or outline, give students choice in how to organize what they learn, explain how the new learning will use students’ existing skills.

1. ***Confidence***

Confidence is also known by the term of expectancy. It refers to the perceived likelihood of success and is related to the students’ self-confidence and self-efficacy at a general level; at the level of the learning situation, it concerns perceived task difficulty, the amount of effort required, the amount of available assistance and guidance, the teacher’s presentation of the task, and familiarity with task type (Dörnyei and Ushida, 2011:50). The examples of teaching and learning activities that are related to this category consist of allowing students to choose goals, allowing small steps for achievement, giving feedback and support, providing students with some degree of control over their learning and assessment, showing that success is a direct result of students personal effort, and giving confirmatory-corrective-informative-analytical feedback rather than social praise.

1. ***Satisfaction***

Satisfaction focuses on the outcome of an activity, referring to the combination of extrinsic rewards such as praise or good marks and to intrinsic rewards such as enjoyment and pride (Dörnyei and Ushida, 2011:50). Keller (2000:2) states that satisfaction refers to positive feeling about one’s accomplishments and learning experience. There are some examples of teaching and learning activities that related to this category, such as avoiding over-rewarding easy tasks, giving more informative feedback rather than praise or entertainment value, using practical examples related to students’ interests, awarding certificates for mastery of skills, providing testimonials from previous students about value of the learning, and giving evaluative feedback using equitable criteria.

**METHOD**

***Research Design and Subject***

The research design used in this research was qualitative approach (qualitative research) that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. According to Gay et al. (2006), the qualitative method deals with the collection, analysis and interpretation of comprehensive, narrative and visual data in order to gain insight into a particular phenomenon of interest. The research was conducted in SMA Negeri 2 Majene. This research was conducted on September 2, 2015 until on November 9, 2015. In term of the research subject, the researcher used purposive random sampling technique. Therefore, the subject of this research consisted of two out of five English teachers and eight out of the four classes of students.

***Research Instruments and Data Collection Method***

Research instruments used by researcher are main instruments and supporting instruments. Main instrument is the researcher while supporting instrument is the observation and interview guides. Therefore, to obtain the necessary data in this research, the researcher used two data collection method, namely conducting observation and conducting semi structured interview.

***Data Analysis Technique***

According to Patton in Moleong (2007:103), data analysis is a process to arrange data order, organize into a pattern, categorize, and unit of basic description. Data analysis technique that researcher used is based on Miles et al. (2014) which the concepts is interactive model that classify data analysis into 3 steps, namely data condensation, data display, and drawing and verifying conclusions.

**FINDINGS AND DISCUSSION**

1. ***Teachers’ Teaching Styles at SMA Negeri 2 Majene***

The results of the observation showed that there were four teaching styles that were applied by the English teachers at SMA Negeri 2 Majene. They are expert, formal authority, personal model, and facilitator style.

1. **Expert Style**

In this case, Grasha (1996) identified that expert teaching style presents teacher as possessing knowledge and expertise that students’ need. This style also implements teacher-centered approach and concerns with transmitting information and ensuring the students are well prepared. Teacher explicated the topic clearly and detail. Furthermore, the expert styles in this research are presented as follows:

1. ***Transmitting information***

Excerpt:

*[00:05:38] Teacher: Oke. So, before please open your book unit 4. Everybody, look at unit 4. Everybody, have you got it? Everybody got it? Ouuhh... Siapa yang meminjam, nda masuk mau pinjam.Apa alasannya mau pinjam, kau punya buku! (rising intonation). Oke. look at page 43. Anda baca yang bergaris itu.Lihat tujuan.Indikator pembelajaran yang harus kita capai setelah pembelajaran selesai.*

(Data source from video 2)

1. ***Explicating/displaying the topic clearly***

Excerpt:

*[00:24:35] Teacher: Jadi kalimat pengandaian itu sesungguhnya kita berbicara kalimat majemuk bertingkat..berarti ada namanya anak kalimat ada induk kalimat..mengapa di sebut anak kalimat? kenapa disebut induk kalimat?*

(Data source from video 3)

1. ***Ensuring Students are well prepare and challenging students***

Excerpt:

*[00:02:59] Teacher: Ya close your book.. Don’t read. Everybody close book because we have studied at home..ok Nasaruddin..one function if clause and example..*

*(teacher is pointing and asking student one by one about last topic..students are trying to give their answer)*

(Data source from video 10)

Expert teaching style shown in this research referred to teacher centered approach where the teachers control the students and the class and dominate the topic because the teachers possessed the knowledge. The advantages of this style are knowledge or skills are thoroughly conveyed and commands respect. Owing that this style focuses on teacher centered, it appears some disadvantages as supported by Grasha (1996), such as, heavy display of knowledge can be intimidating to less experienced students and may not always show the underlying thought processes.

1. **Formal Authority Style**

Grasha (1996) states that formal authority teaching style refers to teacher-centered methodology where teachers are responsible for providing and controlling the flow of content. Furthermore, teachers gave feedback toward students by asking some questions to encourage students’ skills. Therefore, the formal authority styles in this research are presented as follows:

1. ***Providing and controlling flow of materials***

Excerpt:

*[00:13:50] Teacher: Ya, bacalah dialog ini. Terus..Susah? Ada yang bisa? Anybody can? Ya? Pay attention. Maksudnya apa? Pay attantion itu maksudnya perhatikan…*

*…Kalau kalian mendapat kata-kata yang tidak anda tahu silahkan ditulis.Itu baru namanya belajar, bukan didengar saja. Oke? Italic size itu dicetak miring, jadi ungkapan ungkapan yang dicetak miring. Itu telinga harus dengar….*

*…Jadi, diminta memperhatikan ungkapan-ungkapan yang dicetak miring. Then, answer the question that’s follow, maksudnya apa itu?*

(Data source from video 2)

1. ***Establishing learning goal***

Excerpt:

*[00:00:08] Teacher: Nah sekarang anda akan praktek membaca teks 1..teks 2 ya..jadi pertama jawab dulu pertanyaan,,sudah itu kita menganalisis dimana identifikasinya dimana deskripsinya kemudian lanjutkan dengan unsur kebahasaannya, baca dulu..so please answer the questions..jadi cara adalah baca dulu pertanyaan baru membaca..bentuknya dibawah bahannya juga dibawah..yang bawa laptop silahkan di buka aja..*

(Data source from video 7)

1. ***Providing rules of conduct for students***

Excerpt:

*[00:23:42] Teacher: Ok sudah bagus dibaca \b aitelisais\b0 ..what does it mean?..italisize means cetak miring..ok..you see..sebagian anda tulis disebelah sini, yang mengatakan necessity sebelah sini, menanyakan necessity sebelah sini, yang menyatakan expectation tulis sebelah sini..divided into 3..bagi tiga..one two three..you write necessity, expression of necessity, over here asking for necessity, here expressing expectation or asking expectation kalo ada for expectation..ok start from now..you need 5 minutes to do..5 menit anda buat..dialogue 1 dialogue 4..one four..*

(Data source from video 10)

1. ***Providing expectation for students***

Excerpt:

*[00:25:21] Teacher: Maksud saya gini bully itu apa..coba kamu tulis sesuai dengan pemahaman kamu..siapa yang bisa?apa itu bully after reading the text..*

*[00:25:55] Teacher: Jadi kamu bisa gabungkan dengan pengalamanmu tentang bully sebelumnya..kira-kira bulyl itu apa?*

*(teacher is pointing one of students to explain the exercise*)

(Data source from video 6)

1. ***Providing feedback***

Excerpt:

*[00:25:55] Teacher: Jadi kamu bisa gabungkan dengan pengalamanmu tentang bully sebelumnya..kira-kira bulyl itu apa?*

*(teacher is pointing one of students to explain the exercise)*

*[00:27:14] Student: Ok bahasa Inggris atau Indonesia pak?*

*(student is explaining the exercise)*

(Data source from video 6)

Formal authority teaching style implied in this research showed that the teacher possessed status among students because of knowledge and role as a faculty member, concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students and focused on the correct, acceptable, and standard ways to do things. Grasha (1996) states that the advantage of this style is the focus on clear expectations and acceptable ways of doing things but standardized ways of managing students and their concerns made learning process become rigid.

1. **Personal Model Style**

Grasha (1996: 154) noted that personal model teaching style encourages students’ involvement in the class and teachers adapt their presentation to include various learning styles. The teacher believes and establishes a prototype for how to think and behave. In this research, the personal model styles that were applied by the English teachers are as follows:

1. ***Demonstrating the skills***

Excerpt:

*[00:12:17] Teacher: What about...what about going to beach for example..one example of advice..what about picnic at the beach..may be there is someone who answer oh that's good idea..this is nice..next... I think..I think ..*

(Data source from video 1)

1. ***Encouraging students***

Excerpt:

*[00:05:05] Teacher: I think you must learn. Must study..what else??*

*[00:05:21] Teacher: It would be better if you have an extra lesson for math*

*[00:05:43]Teacher: I want to get married but the problem is I don’t have enough money*

(Data source from video 1)

1. ***Developing the students’ ideas***

Excerpt:

*[00:09:57] Teacher: Next task, you write.. you write problem and then your suggestion..write down 3 problems and 3 suggestion..*

(Data source from video 1)

1. ***Establishing a prototype for how to think and behave***

Excerpt:

*[00:16:05] Teacher: Sebenarnya bully ini masalah umum,not only in Indonesia,it happen over the world,tapi kanapa ini jadi masalah,masalahnya adalah dulu ini dianggap hal biasa,selain itu ada orang yang mengalami tapi tidak mau melaporkan..*

(Data source from video 6)

1. ***Guiding and directing students***

Excerpt:

*[00:08:27] Teacher: Untuk bagian B silahkan tuliskan kalimat yang benar..write down the correct sentence karena di situ ada yang salah..bagian B ada yang salah..mungkin ada yang perlu dihilangkan tapi kalau.. if the sentence is correct you dont need to change..tidak perlu di ubah..*

(Data source from video 4)

Personal model teaching style in this research displayed an emphasis on direct observation and following a role model. Teacher taught by illustration and direct example. This style also showed disadvantges, such as some teachers may be rigid and discourage a personalized approach; may lead to frustration if students cannot complete the tasks as effectively as the teacher.

1. **Facilitator Style**

According to Grasha (1996), facilitator teaching style is considered a student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for various tasks. This teaching style fosters independent as well as collaborative learning. The teacher typically designs group activities which require active learning, student-to-student collaboration and problem-solving. Furthermore, in this research, the facilitator style that was applied by the English teachers as follows:

1. ***Designing active learning and problem solving for students***

Excerpt:

*[00:05:14] Teacher: today we are going to talk about 'bully'..ah..yang saya inginkan..you..give your opinion about bully but exchange..sapa yang bisa berikan pendapatnya tentang bully but in English..simple English..coba liat teksnya dulu..sudah tau ya? apa yang kamu tahu..what do you know about bully? bully is..misalnya apa?*

(Data source from video 9)

Facilitator teaching style displayed in this research emphasizes the personal nature of teacher student interactions. The teachers guide students by asking questions, exploring options, suggesting alter natives, and encouraging them to develop criteria to make informed choices. Overall goal is expected to develop the capacity of students for independent action and responsibility. The teacher works with students on projects in a consultative fashion and provides much support and encouragement.

1. ***The Effects of the Teachers’ Teaching Styles on Students’ Motivation at SMA Negeri 2 Majene***

There are four categories of motivation based on Keller’s theory that had been analyzed by researcher through classroom observation. They are attention, relevance, confidence, and satisfaction.

1. **Attention**

Attention deals with students’ inquiry, enthusiasm, and interest. In this research, the effects of teachers’ teaching styles on students’ motivation are presented as follows:

1. ***The use of humor***

Excerpt:

*[00:27:44] Teacher: Jika saya kaya saya akan membeli 10 mobil dan 10 istri..*

*[00:27:48] Student: Wowww..ahahahah..*

*[00:27:57] Teacher: If I'm reach I will buy 10 cars and marry 10 beautiful girls..*

*[00:28:05] Student: Cieeeee.*

(Data source from video 3)

1. ***Brainstorming, giving task, and mini discussion***

Excerpt:

*[00:02:29] Teacher: Ok..coba kita lihat (teacher is writing examples on the whiteboard)..ok sekarang kita lihat dulu ya..(teacher is explaining the examples)*

*[00:04:17] Teacher: Any question?ada pertanyaan?*

*[00:04:24] Student: Artinya pak?*

*[00:04:23] Teacher: Yang mana?*

*[00:04:32] Student: Would you like...?*

*[00:04:28] Teacher: Would you like if I come to your home to help you?maukah kamu jika saya datang ke rumahmu untuk membantu kamu?bisa juga pake would you mind if I come to your house to help you?*

*(students are asking about the examples enthuasiastically and teacher is answering student's question)*

*[00:06:57] Teacher: Nah sekarang coba kamu buka halaman 13..next practice..silahkan kerjakan bagian A B saja..*

*[00:07:32] Student: Yang mana pak?*

*[00:07:33]Teacher: halaman 13..coba kerjakan bagian A dan B..*

*(teacher is giving an instruction about the practice)*

(Data source from video 4)

1. **Relevance**

Relevance deals with students feel that instruction is connected to important personal needs, values, or goals. The findings are presented as follows:

1. ***The use of concrete experience and familiar language***

Excerpt:

*[00:15:53] Teacher: Why don't you stay at home to sleep..kenapa kamu tidak tinggal dirumah saja untuk tidur karena mungkin kurang sehat..nah I want you to make another example tapi jangan diambil yang sudah ada..make another examples how to giving suggestion in English in your own sentences,,oke silahkan..ayo*

*[00:10:14] Teacher: We start from 'I suggest you to' saya menyarankan kamu untuk..misalnya apa? I suggest you to..misalnya?*

(Data source from video 1)

1. ***Asking students to give example***

Excerpt:

*[00:12:25] Teacher: Nah sekarang coba kamu bikin example..bikin contoh yang lain yang biasa yang kamu ungkapkan dalam kehidupan sehari-sehari..mungkin kamu pernah menawarkan sesuatu kepada temanmu..*

(Data source from video 4)

1. ***Integrating previous knowledge of students***

Excerpt:

*[00:05:59] Teacher: Have you ever get experience or have you ever seen bully?one of your friends said that bully ketika MOS..nah sekarang what is actually the intention of someone to bully?*

*[00:07:22] Teacher: Kalo begitu seniormu ingin menghancurkan kamu?*

*[00:07:23] Student: Oh tidak dong.. trust you..ada positif negatifnya pak..tergantung pak..(students are explaining noisily)*

(Data source from video 6)

1. **Confidence**

Confidence deals with students’ feedback and performance. It is also known by the term of expectancy. The findings of the research are presented as follows:

1. ***Showing feedback and support***

Excerpt:

*[00:02:44]Teacher: Jadi saya akan memberikan pernyataan, yang mungkin bisa membuat kamu memberikan kepada saya..pertanyaan seperti ini.. I'm not very well..*

*[00:03:16] Student: Why don't you...ehhh..ehh*

*[00:03:35] Student: Why don't you checkup..I think you should go home..*

*[00:04:14] Teacher: Why don't you drink medicine..itu yang pertama ..yang kedua...I got bad score on math yesterday*

*[00:04:53] Student: I think you must learn*

*[00:05:05] Teacher: I think you must learn..must study..apalagi??*

*[00:05:21] Teacher: It would be better if you have an extra lesson for math*

*[00:05:43] Teacher: I want to get married but the problem is I don’t have enough money*

*[00:06:10] (students are trying to give their ideas)*

*(audio is not clear and crowded)*

*[00:07:27] Student: I think you..I think you..find job*

(Data source from video 1)

1. ***Encouraging students’ effort***

Excerpt:

*[00:25:22]Teacher: Ok sekarang saya tanya..coba kamu baca tadi..informasi apa yang kira-kira yang paling penting kamu dapat dari sini?if you think that text talk about the effect of bullying,what is the effect of bullying?*

*[00:26:21] Student: Children's psycohology..*

*[00:26:43]Teacher: Psikologi dan secara fisik..kalo psikologi?stress..kalo secara fisik? nah saya kira sudah sering di TV..kalo waktu ospek?*

*[00:27:53] (students are answering noisily)*

(Data source from video 9)

1. **Satisfaction**

Satisfaction deals with extrinsic rewards such as praise or good mark and intrinsic rewards such as enjoyment and pride. In this case, the findings are presented as follows:

1. ***Giving reward/praise***

Excerpt:

*[00:03:08] Teacher: Oke.before continue your lesson, I would like to ask you again about what you studied last week. Last week you studied compliment. Nah, Risri, can you mention 5 expressions of complimenting?*

*[00:03:22] Student: Great. Good job. Well done.*

*[00:04:01] Teacher: Risri, good. Oke, now.Atira, 5 expressions of complementing.*

*[00:04:08] Student 3: Good. Very good. Very nice. (nc)*

*[00:04:15] Teacher: Great. now, Nurfadillah. 5 Expression of Responding, not complementing. Menjawab. Responding Compliment.*

*[00:04:36] Student 4: Thanks.*

*[00:04:42] Teacher: good. Only one?mmm?*

(Data source from video 2)

1. ***Encouraging enthusiasm of students in asking question, answering, challenge, and discussing topic***

Excerpt:

*[00:16:04] Teacher: Kemudian yang ke 4,apakah menurut kamu bully itu harus diumumkan diperjelas bahwa bully itu termasuk kejahatan yang perlu ada hukumanyax,berikan alasannya..diskusikan isi teks..isi dari teks ini mngubah perspektif tentang bully atau tidak?apakah kamu sadar cyber bullying?bullying lewat media sosial..kemudian yang terakhir,apa yang bisa dilakukan anak muda seperti kamu untuk mencegah bullying..tuliskan daftar stidak2x 3 hal yg kamu dan temanmu-temanmu lakukan untuk mencegah atau menghentikan?kira-kira apa-apa yang kamu lakukan?*

*(students are doing exercise quietly)*

*[00:19:25]Teacher: Apakah menurut kamu...(reading the textbook)..*

*[00:19:30] Student: Yes pak.iya pak..*

*[00:19:39] Teacher: Alasanmu?*

*[00:19:35](students are explaining their reason)*

*[00:19:46] Student: Apakah kamu pernah liat?atau alami secara langsung?*

*(students and teacher are discussing the exercise)*

(Data source from video 9)

The first category, which is attention, refers to building curiosity and sustaining active engagement in the learning activity. Curiosity, arousal, and boredom illustrates the importance of using a variety of approaches to gain learner attention by using such things as interesting graphics, animation, or any kind of event that introduces incongruity or conflict. In this research, the researcher found that the teachers gained the students’ attention by using humour, brainstorming, giving task, and giving mini discussion.

The second category, relevance category, presented concepts and strategies that establish connections between the instructional environment, which includes content, teaching strategies, and social organization, and the learner’s goals, learning styles, and past experiences. In this case, the results showed that the teachers connected the instruction by using concrete experience and familiar language, asking students to give example, and integrating previous knowledge of students.

The third category, which is confidence, related to expectancy for success that is focused on the students’ feedback and performance. The results revealed that the teachers built up the students’ expectancy by showing feedback and support and by encouraging students’ effort.

The last category, satisfaction, is necessary for learners to have positive feelings about their learning experiences and to develop continuing motivation to learn. This means that extrinsic reinforcements, such as rewards and recognition, must be used in accordance with established principles of behaviour management, and must not have a detrimental effect on intrinsic motivation. In this research, the results showed that the teachers establish students’ satisfaction by giving reward/praise and by encouraging enthusiasm of students in asking question, answering challenge, and discussing topic.

The researcher also presents the supporting data based on the interview in order to analyze the effect of the teachers’ teaching styles on students’ motivation. Semi-structured interviews were held with some students in an effort to gain more perceptions about teaching styles of the teacher and students’ motivation. The data are presented as follows:

1. Student 1

The interview data of student 1 showed that teaching style of the teacher was fun because the teacher encouraged students to speak English and gave learning evaluation. Furthermore, teaching style of the teacher and teacher’s experience motivated and attracted students to study. Students intended and tried hard to do exercises as the teacher gave them challenge and reward or praise. The first student’s statements are shown below:

*“Yes, it is fun, it attracts interest and I am motivated because there is learning evaluation, give motivation and help our learning interest”*

(The data from student 1 for question 3 and 9)

1. Student 2

The data were gained from student 2 indicated that the teacher’s style in teaching was fun, interesting, and not boring. The teacher always gave students practices to speak English and motivated them to become an active student. It can be seen in these statements below:

*“It is very fun because it always practice speaking English. It is very interesting because the way of teaching is not boring. It is very appropriate because the way of teaching is simple therefore the students are more active.”*

(The data from student 2 for question 2, 3 and 5)

Moreover, teaching style of the teacher increased their enthusiasm to study because it added their experience. The students also expected more feedback, reward and praise to make them more confident.

1. Student 3

Based on the interview data of student 3, it described that teaching style of the teacher was not good, less fun, and not interesting because the way of teaching was monotonous and lack of tasks. The students felt stressed and under pressure. As explained in the statements below:

*“It is not really good because I feel stressed. Not fun because we feel stressed. Not interesting because we feel stressed. The way of teaching is monotonous, start from collecting task and too much tasks.”*

(The data from student 3 for question 1 – 4)

Students also expected that the teacher provide more feedback more openly and teacher is closer to students.

1. Student 4

The data were obtained from student 4 displayed that the teacher’s teaching style was inflexible, tight, frightening, not fun and boring. Students were not motivated because the teacher was not close to them.

*“It is too inflexible, too tight and boring. It is not fun because it is too tight in learning. It is not motivated and frightening. Because he is not close to students so we are not motivated in studying.”*

(The data from student 4 for question 1 – 4)

1. Student 5

The data of interview from student 5 described that the students enjoyed teaching style of the teacher because it was fun, a lot of challenge and reward. The teacher also attracted students’ motivation by giving problem to solve. Can be shown below:

*“It is obviously fun because lots of challenge and praise. It really attracts motivation because we as students always try to solve problem.”*

(The data from student 5 for question 2 and 3)

1. Student 6

The data were found from interview result of student 6 indicated that teacher’s teaching styles were great and make students were motivated by teacher’s explanation in the class. Students were trained to find more information and the teacher facilitated them.

“*It is extremely good. It is very fun because we are trained to find and teacher just facilitate. It really attracts interest because students are more active and increasingly motivated.”*

(The data from student 6 for question 1 – 3)

Students expected that the teacher motivate them to become active in studying. Furthermore, reward or praise become significant thing to motivate them being active students.

1. Student 7

The result of interview data from student 5 referred to optimalization in teaching and the use of old curriculum. The teacher’s teaching style showed adequate result in increasing students’ motivation. The students could share to their teacher. Teacher also integrated the topic with story. The result can be seen in the following students’ statements:

*“It has been optimal and still use old curriculum. It is fun enough; we can share with the teacher. It is quite interesting, because integrated with story.”*

(The data from student 7 for question 1 – 3)

1. Student 8

The interview data from student 8 indicated that teaching styles shown attracted students’ attention because the teacher explained the topic in detail. It can be shown the following statements below:

*“It quite attracts attention because explanation is in detail. It is quite fun because explanation is in detail. It is fun because easy to understand.”*

(The data from student 8 for question 1, 2, and 4)

In addition to, students also expected verbal test because students were bored of written test. Students needed praise or reward in every single study to make them motivated and more diligent.

**CONCLUSION**

The results of the research showed that (1) the English teachers at SMA Negeri 2 Majene applied four teaching styles, namely expert, formal authority, personal model, and facilitator. The dominant teaching styles in this research were expert, personal model, and formal authority, (2) the researcher elaborated students’ motivation into four categories which based on Keller’s theory; they are Attention, Relevance, Confidence, and Satisfaction. Referring to those categories, the researcher found that teaching styles of the teachers affected students’ motivation.

**SUGGESTION**

In the light of the conclusions, the researcher put forwards some suggestions and recommendations. The first is since the findings of this research reveal that the dominant teaching styles in this research were expert, personal model, and formal authority, it is suggested to the teachers to consider and use more comprehensive and appropriate teaching styles in order to motivate the students and to achieve the learning outcome.

The second is following the findings of the research which found positive outcomes in learners’ motivation; the ARCS model was being used as a guide for analyzing and developing students’ motivation through teachers’ teaching styles. Therefore, the researcher suggests for the further researcher to conduct more comprehensive investigation by applying the ARCS motivation model in order to find out the students’ motivation.

The third is regarding to the instrument that used in this research, multiple data-gathering techniques for measuring and identifying the teachers’ teaching styles and students’ motivation are suggested for the further researches. The last, for further study, the researcher suggests to other researchers who want to conduct similar field should consider other factors or variables related to the topic to make data more reliable and comprehensive.

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