

The Correlation Between Teachers' Teaching Style and Motivation of Natural Science Students in Learning English at Ten Grade

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ABSTRACT

This research aims to determine the relationship between the teaching style of English teachers and the motivation of students majoring in science to learn English and to find out what teaching style is preferred by students in learning English. This research used the correlation method with a quantitative design, and the population is class X SMAN 7 Bengkulu City. The technique used was random sampling, where the researcher chose 33 students as a sample. Data collection was carried out through a questionnaire with total of 20 questions regarding the teaching style of English teachers and 20 more questions related to student's learning motivation. The scale used for data was analyzed using a Likert Scale. Based on the results of research from data analysis, researchers found that the teacher's teaching style that students were most interested in was the expert style, which received a high score of 17%, choosing to strongly agree. Moreover, the findings show Pearson correlation results that there is a significant correlation between the teacher's teaching style and students' motivation in learning English, as explained the significant value is 0.572. The researcher concluded that there was a significant relationship between the teacher's teaching style and the motivation of students majoring in natural science to learn English in class X SMAN 7 Bengkulu City.

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Introduction

Education is closely related to the teaching and learning process, in formal education in schools the role of the teacher in teaching is not only transferring knowledge to learning objects namely students but also fostering. Teachers and students play an important role in achieving the goals of the learning process. Therefore, to convey knowledge to students a teacher must be competent, professional, and knowledgeable. This is also related to the research (Rahimi & Asadollahi, 2012) that the teaching style used will influence the classroom atmosphere to be positive and active, through the stimulus and energy provided by the teacher so that it can fulfill the effectiveness of the language learning process.

In the process of learning and teaching English, a style is needed to attract students' motivation in learning English. This is because English is a foreign language that is not the language of instruction in schools so it is possible for students to experience difficulties in mastering the four English skills namely speaking, listening, reading and writing (Cook, 2013) difficulties in mastering English skills can be a problem for students and teachers. Therefore, the problem of mastering English skills can be overcome by the teacher always providing training so that students are trained, manage time well when studying is serious and relaxed, and the teacher has the motivation and commitment to teaching as well as students who have high learning motivation (Syafryadin et al., 2022). This is supported by the opinion of (Díaz Larenas et al., 2011) as a foreign language that is studied in school subjects, the process of teaching and learning English must have its own way of learning and teaching to achieve the goals of language learning. Including the teaching style in science class, the characteristics of students majoring in science are usually accustomed to learning with a scientific approach which usually contains steps of observation, experiment and analysis (Parmin et al., 2020) while English is a social science to achieve learning goals and be able to motivate student learning teachers need to have a teaching style in learning English.

Therefore, teachers think they only need to teach lessons without fully understanding the material, teachers currently have challenges. Teachers, whether skilled or skilled, consistently provide material in which they do not have sufficient expertise. The goal of this teaching method is to provide an optimal classroom environment for learning. Thus, an effective teacher must be able to motivate students, use teaching materials effectively, and explain lessons to students (Muharam et al., 2019) proving that differences in voice, emphasis (attention), time (stop), view contact, limb movement, and instructor turnover is one marker of variation in a teacher's teaching style.

English teachers can incorporate a variety of learning styles into the classroom by using the teaching style model according (Grasha, 2002), which is divided into five categories to describe the key elements of the presence of the instructor or trainer in class and is based on what one sees. as a metaphor for role models. a) Expert teachers are those who are fluent in the subject; b) Formal authority teachers are those who always provide positive or negative feedback to students; c) Personal model teachers are those who teach by personal example; d) Facilitating teachers are those who emphasize a student-centered approach; e) Delegator teachers are those who concentrate on developing students' capacities for independent learning.

In addition, types' teaching style is a key component of an education system that can transform an entire classroom. Scenarios using clusters of teaching behavior. Empathy, teachers approach everyone equally and on the learning difficulties of each student and the provision of possible effective instruction. Engage students actively in the learning process. Additionally, there are many activities available part of the teacher class management, behavior management, lesson presentation, Evaluation and feedback to make the learning environment more engaging students effectively.

However, to motivating students in learning English the teacher must use the teaching style that students are most interested in, this is because the teaching style will affect students' motivation in the learning process. This is supported by which states that the teaching style minimizes boredom and boredom in students. This is supported by research by (Idhaufi & Ashari, 2017) which states that using a variety of teaching styles can prevent students from getting bored in learning and make them feel more motivated to learn. Thus, when students enjoy and are motivated to learn, they will want to receive material from the

teacher. In accordance with the expert opinion of (Çelen et al., 2010) reported that students will learn a topic more easily if they want to understand the topic.

In learning a foreign language students need motivation to learn English. Motivation according to (Williams & Williams, 2011) it is an internal condition that motivates students to take action, guides them to follow particular behavioral patterns, and helps them to stick to these patterns concerning conduct that is significant and acceptable for the learning environment. In addition, students' motivation in learning based on (Al Tamimi & Shuib, 2009) the definition of motivation is everything that includes the intensity of effort and the emotional component of the desire and attitude toward learning activities. In other words, motivation builds their pretension to do something, and they will be excited to do it. In doing something, or achieving what someone has their dream requires great strength.

In addition, there are many motivational characteristics of students who are active in learning; persistence; responsiveness; do the task intensively; solve problems seriously; never give up and focus on learning (Richter et al., 2013). Therefore, if students are more motivated to study English, they will get better results. Most individuals consider motivation a personal quality that sets one learner apart from another and affects their chances of success (Lamb, 2007) according to this justification, the method used by the teacher to teach English can affect students' desire to learn. Meanwhile, effective teaching techniques must be used to achieve goals in teaching English (Prihatin, 2019). Moreover, if students are not motivated or if students' motivation varies, learning outcomes will suffer. As a result, teachers must create a good classroom environment to keep students motivated to learn English. When students are motivated to learn, they are more focused, and easier to absorb the material offered by the teacher. To achieve the ultimate goal of student learning, it is necessary to use learning styles which can stimulate students to be active in learning.

There are several previous studies related to teaching and learning styles and student motivation. The two studies argue that the teaching style of teachers providing motivation to learn can have a positive impact on students' learning processes in English classes (Hein et al., 2012; Idhaufi & Ashari, 2017). In addition, more diverse study was carried out by (Jabri, 2019) the Teaching Style of English Teachers is related to maintaining Student Motivation in English learning. Other studies (Rosalia, 2017) have also found a significant but moderate relationship between teacher teaching styles and junior high school students' motivational involvement with learning achievement in learning. Moreover, in research (Atma et al., 2021) that is at a lower level, the object of research is regarding the relationship between teaching style and learning motivation in elementary school students, the results have a significant and positive relationship with learning. However As for research that focuses on the effects of student motivation on relationships between Learning Styles and Student Engagement (Dewi et al., 2020; Mat Halif et al., 2020; Muharam et al., 2019) the three studies examine the influence of learning styles on learning motivation and student academic achievement. In addition, recent research has focused on the role of the teacher's teaching style (Syuhada & Fatimah, 2021) this research learn to practice teacher's teaching style in motivating student learning.

To the knowledge of this research, after conducting a literature review of several previous studies, there has been no previous publication on research on the learning styles of English teachers for students majoring in science at the high school level on students' learning motivation in English learning. In addition, most of the previous research only focused on studying the influence of learning styles, not on what learning styles can motivate student learning. It was also found that researchers focused on the effects of learning

motivation and learning styles. Therefore, the researcher chose to examine the relationship between the Teaching Style of English Teachers and the Learning Motivation of Class X Science majors at SMAN 7 Bengkulu City.

Based on initial observations at SMA 7 Bengkulu during the teaching and learning process, researchers found that there were still many students who were less enthusiastic when the teacher explained the material. During the teaching and learning process it was also seen that students tended and were less enthusiastic about participating in the learning process. The teacher seems to dominate the class during the learning process and does not involve students actively. As a result, it was seen that many students were left out during the learning process. Thus, one of the things that must be taken to increase student learning motivation is through an interesting teacher's teaching style. Based on the observations that have been made, this research was conducted to find out how the learning styles of English teachers and how the students' interest in learning English in class X at SMAN 7 Bengkulu City in the 2022/2023 academic year. The problems to be discussed in this study are summarized in the following research questions:

1. Which of the teacher's teaching styles are the students most interested in?
2. Is there a relationship between the teaching style of English teachers and the motivation of students majoring in science in learning English in class X SMAN 7 Bengkulu City?

Method

The design of the correlation method with a quantitative design is a research design that can be used by researchers to conduct this research related to the relationship between teacher teaching styles and Natural science students' learning motivation in teaching English. This method is a quantitative method according to (Creswell & Creswell, 2018) quantitative studies aim to collect statistical data and use deductive logic in constructing and evaluating theory.

In this research, to obtain data about the relationship between teachers' teaching style and students' learning motivation, the researcher distributed questionnaires to 33 respondents as a research sample as a representative of the population from classes of natural science students at SMAN 7 Bengkulu City. The research subjects were based on purposive sampling in accordance with the research objectives. For the questionnaire research instrument, it is used in the form of a closed-ended question which includes 20 questions for teacher teaching styles, and 20 questions for student motivation in learning English. After the data is complete, the data is analyzed using the product moment correlation formula.

This research applied the following procedures in collecting data: 1) the researcher explains how to answer the questionnaire; (2) Researchers give students questionnaires to class X SMA N 10 Bengkulu city (3) students answer and submit the questionnaires to researchers. Data analysis techniques in this research using quantitative research in data computing is done with the help of computer facilities (SPSS) version 26. To Know Person Correlation. In the first stage, the researcher analyzed the data from the instrument. All data were analyzed using correlation products to determine the relationship between the teaching style of English teachers and students' learning motivation. The second stage after data collection is the presentation of data which can be in the form of graphs and tables regarding the results of the respondents' answers that have been filled in on the Google Form. The next stage is drawing conclusions based on data analysis that has been made and presented.

In addition, Students were given questionnaires that used a Likert scale to indicate whether they strongly agreed (SA), agreed (A), were undecided (U), disputed (D), or

severely disagreed (SD) with a series of assertions. Every response is assigned a point value, and an individual score is calculated by summing the point values assigned to each statement. Points are awarded for responding positively to positive comments. Regarding negative utterances, Points are awarded for responding to positive statements SA-5, A-4, U-3, D-2, and SD-1. For negative statements, the point values are reversed SD-1, D-2, U-3, A-4, SA-5 (Sugiyono, 2013). However, the researcher used a categorization system to interpret the teacher's teaching style and students' willingness to learn English. The questionnaire was divided into five categories, with scores ranging from 20 to 100. The student response interval scale was used to determine the level of student motivation.

Results and Discussion

English teacher's teaching styles

The results of the English teacher's teaching style in this study were based on the results of the questionnaire answer data that had been filled in by students and analyzed using a Likert Scale. The results of data analysis see in table 1.

Table 1. Classification of the English teachers' teaching style

| No. | Classification | Interval Score | Data Analysis | |
|-------|----------------|----------------|---------------|----------------|
| | | | Frequency | Percentage (%) |
| 1 | Very High | 85-100 | 4 | 12% |
| 2 | High | 69-84 | 19 | 58% |
| 3 | Moderate | 52-68 | 2 | 6% |
| 4 | Low | 36-51 | 5 | 15% |
| 5 | Very low | 20-35 | 3 | 9% |
| Total | | | 33 | 100% |

Based on the percentage table above, there were 33 students who were involved in answering all statements in the questionnaire about the teaching style of English teachers. None or 0% or 5 (15%) of the students who scored low and 3 (9%) students answered very low and other students or 6% of the students got moderate scores and there were 19 (58%) of the students got high marks. On the other hand, there were 4 students or 12% who scored very high. To clearly see the teacher's teaching style, the graphs and student answer classifications will display the results:

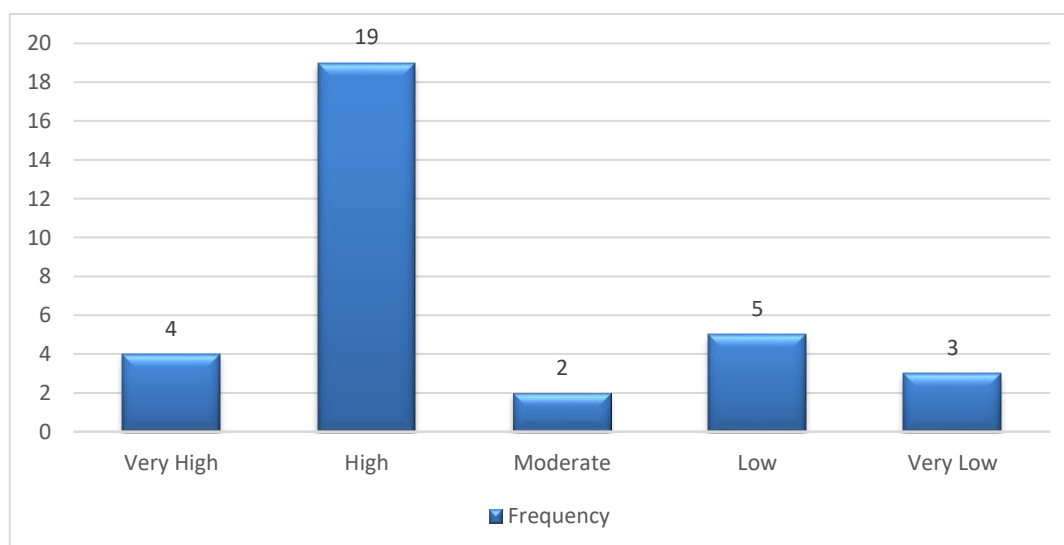


Figure 1. The Frequency of the English teachers' teaching style

Based on the graph above, it can be seen that 19 (58%) of the total number of participants got high scores, for very high scores there were 4(12%), while for moderate scores there were 2(6%) and 5 (15%) students got a low score as well as 3 students (9%) the total of students got very low scores.

The teacher's teaching styles are the students most interested

Therefore, based on data analysis, students majoring in natural science were more interested in the English teacher's teaching style model, as seen by the percentage results in the student response table 2.:

Table 2. Statement of Results Teacher's Learning Style Questionnaire

| No | Statements | SA | A | U | D | SD | F |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|---------------|---------------|---------------|---------------|
| Teachers' Styles | | | | | | | |
| Expert Style | | | | | | | |
| 1 | Teacher a lot explain/explain class material | 6 (18%) | 0 (0%) | 1 (3%) | 22 (67%) | 4 (12%) | 33 (100%) |
| 2 | The teacher gives a conclusion regarding the material studied. | 5 (15,2%) | 3 (9,1%) | 3 (9,1%) | 11 (33,3%) | 11 (33,3%) | 33 (100%) |
| 3 | When students can't answer the teacher's questions, the teacher explained again the subject matter. | 6 (18%) | 2 (6%) | 4 (12%) | 15 (46%) | 6 (18%) | 33 (100%) |
| 4 | When explaining material teacher guides students to be able to see the situation the surrounding environment related to lessons | 5 (15,2%) | 3 (9,1%) | 7 (21,2%) | 12 (36,4%) | 6 (18,2%) | 33 (100%) |
| | <i>Total</i> | 22 (17%) | 8 (7%) | 15 (11%) | 60 (45%) | 27 (20%) | 132 (100%) |
| Formal Authority Style | | | | | | | |
| 5 | When studying, teacher requires students to focus on listening to the material Lesson | 5 (15,2) | 4 (12,1%) | 6 (18,2%) | 14 (42,4%) | 4 (12,1%) | 33 (100%) |
| 6 | Teachers always ask students to ask if anyone is not yet understood | 5 (15,2%) | 4 (12,1%) | 2 (6,1%) | 11 (33,3%) | 11 (33,3%) | 33 (100%) |
| 7 | When explaining, teacher give an example that easy to understand | 5 (18,2%) | 1 (3%) | 7 (21,2%) | 9 (27,3%) | 11 (33,3%) | 33 (100%) |
| 8 | The teacher explains the material in more detail so that it is easily understood by students | 6 (18,2%) | 2 (6,1%) | 4 (12,1%) | 13 (39,4%) | 8 (24,4%) | 33 (100%) |
| | <i>Total</i> | 21 (16%) | 11 (8%) | 19 (14%) | 47 (36%) | 34 (26%) | 132 (100%) |
| Role Model/ Personal Style | | | | | | | |
| 9 | When explaining the material, the teacher uses pictures that match the material being studied | 2 (6,1%) | 6 (18,2%) | 8 (24,2%) | 13 (39,4%) | 4 (12,1%) | 33 (100%) |
| 10 | When studying, the teacher uses sound recordings that are appropriate to the material studied | 3 (9,1%) | 10 (30,3%) | 14 (42,2%) | 3 (9,1%) | 3 (9,1%) | 33 (100%) |

| | | | | | | | |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 11 | The teacher assigns students to look for complete material related to the material they have learned studied | 3 (9,1%) | 6 (18,2%) | 5 (15,2%) | 15 (45,5%) | 4 (12,1%) | 33 (100%) |
| 12 | When studying, the teacher gives several questions to students about the material being studied | 5 (15,2%) | 3 (9,1%) | 3 (9,1%) | 15 (45,5%) | 7 (21,2%) | 33 (100%) |
| | <i>Total</i> | <i>13</i> (9,8%) | <i>25</i> (18,9%) | <i>30</i> (22,7%) | <i>46</i> (34,8%) | <i>18</i> (13,6%) | <i>132</i> (100%) |
| Facilitator /Activity Style | | | | | | | |
| 13 | When students cannot answer the teacher's questions, students can ask other friends to help answer | 6 (18,2%) | 2 (6,1%) | 5 (15,2%) | 12 (36,4%) | 8 (24,2%) | 33 (100%) |
| 14 | Before learning the teacher gives some questions about past material | 3 (9,1%) | 6 (18,2%) | 10 (30,3%) | 11 (33,3%) | 3 (9,1%) | 33 (100%) |
| 15 | When students cannot conclude the material that has been presented, the teacher directs students to be able to conclude the material | 5 (15,2%) | 6 (18,2%) | 4 (12,1%) | 11 (33,3%) | 7 (21,2%) | 33 (100%) |
| 16 | Teachers use interesting learning media so that students are enthusiastic in learning study | 6 (18,2%) | 2 (6,1%) | 4 (12,1%) | 11 (33,3%) | 10 (30,3%) | 33 (100%) |
| | <i>Total</i> | <i>20</i> (15,1%) | <i>16</i> (12,1%) | <i>23</i> (17,4%) | <i>45</i> (34%) | <i>28</i> (21,2%) | <i>132</i> (100%) |
| Delegator/ Group Style | | | | | | | |
| 17 | The teacher encourages students to discuss in groups about the material to be studied | 2 (6,1%) | 5 (15,2%) | 3 (9,1%) | 15 (45,5%) | 8 (24,2%) | 33 (100%) |
| 18 | The teacher only gives instructions to students to understand the material on their own which will be studied | 6 (18,2%) | 5 (15,2%) | 9 (27,3%) | 9 (27,3%) | 4 (12,1%) | 33 (100%) |
| 19 | The teacher provides opportunities for students to provide criticism and suggestions about the lesson that have been studied | 3 (9,1%) | 1 (3%) | 6 (18,2%) | 19 (57,6%) | 4 (12,1%) | 33 (100%) |
| 20 | The teacher instructs students to bring learning materials that can help students in the learning process, another example is a dictionary. | 5 (15,2%) | 2 (6,1%) | 8 (24,2%) | 11 (33,3%) | 7 (21,2%) | 33 (100%) |
| | <i>Total</i> | <i>16</i> (12,1%) | <i>13</i> (9,8%) | <i>26</i> (19,7%) | <i>54</i> (40,9%) | <i>23</i> (17,4%) | <i>132</i> (100%) |

Based on the table above, the order of the frequency of student answers from the largest is 22 students (17%) who have chosen Strongly Agree for the expert style and 16 (21%) students who have strongly agreed for the formal authority style. While those who chose the facilitator or activity style were 20 (15%). Then those who chose the delegator or group style were 16 students (12%) and finally 13 (9,8%) for role models or personal style.

In addition, the data shows that most students like or are interested in the expert style as much as 22 (17%) choose to strongly agree. In this teaching style, the teacher is known by students to have the knowledge and skills needed by students. Therefore, this is related to the characteristics of science students who tend to focus on the teacher's role as a specialist by showing accurate facts and figures through the knowledge mastered by the teacher. However, students in the English class are like an empty vessel filled with a volume of water according to the size of the vessel, meaning that in the teaching process in class the teacher takes the whole expert to guide his students. This research is in line (Grasha, 2002) that English teachers can incorporate various learning styles into the classroom by using teaching style models, one of which is the expert style. This is also related to research (Rahimi & Asadollahi, 2012) teacher style can fulfill the effectiveness of the language learning process.

Moreover, based on data analysis (Syuhada & Fatimah, 2021) good results were found after the teacher practiced using learning styles to increase student motivation it was determined based on the three signs of motivation they possessed: a great attitude, a motivation to integrate, and a desire to be more tenacious in learning English. Based on the theory above, it shows that there is a correlation with the results. Because the questionnaire has been given to students, the researcher calculates data related to student answers. After analyzing the data, it showed that there were 33 students who were involved in responding to all the statements in the questionnaire about the teacher's teaching style.

Motivation of Natural Science Students in Learning English

The results of data processing from questions regarding student's motivation in learning distributed through questionnaires as shown in the table 3.

Table 3. Motivation of Natural Science Students in Learning English

| No. | Classification | Interval Score | Data Analysis | |
|-------|----------------|----------------|---------------|----------------|
| | | | Frequency | Percentage (%) |
| 1 | Very High | 85-100 | 4 | 12% |
| 2 | High | 69-84 | 10 | 30% |
| 3 | Moderate | 52-68 | 13 | 40% |
| 4 | Low | 36-51 | 6 | 18% |
| 5 | Very low | 20-35 | 0 | 0% |
| Total | | | 33 | 100% |

Based on the percentage table above, there were 33 students who were involved in responding to all statements in the questionnaire about students' motivation in learning English. There were or 0% of the number of students who scored Very Low and only 6 (18%) students who scored Low. There were 13 (40%) students who scored Moderate. There were 10 (30%) of the participants who scored High. On the other hand, there were 4 students or 12% who scored Very High. To see students' learning motivation in English lessons, graphical results and classification of student answers will be displayed in chart 2.

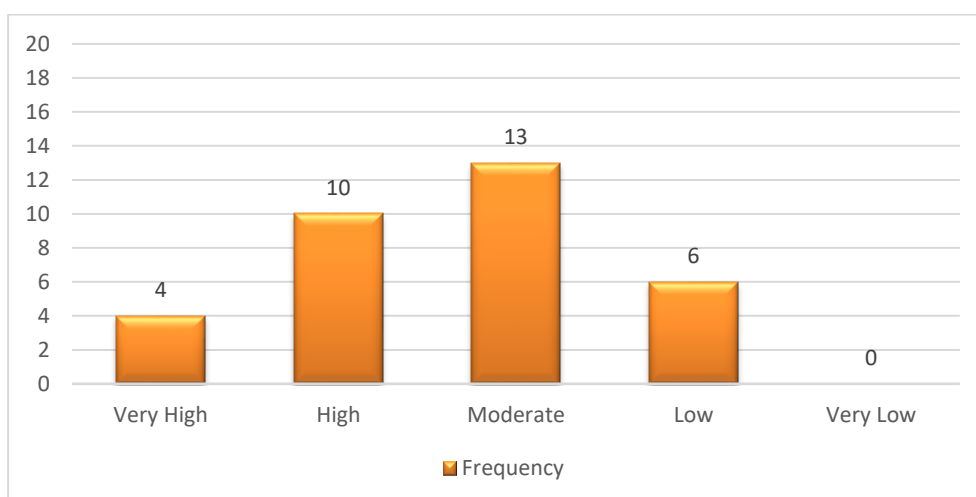


Figure 2. The Frequency of the Students' Motivation in Learning English

Based on the graph above, it can be seen that the first score has the highest frequency 13 (40%) of the total number of participants got moderate scores and high scores there were 10(30%), while for low scores there were 6 (18%) and 4 (12%) students got a very high score. Lastly, none of the number of students who scored very low 0 or 0% got very low scores.

In addition, the Student Motivation Questionnaire was given to the students, and then the researcher calculated the data related to the students' answers. After analyzing the data, it showed that of the 33 students involved, they responded to all statements in the questionnaire about students' motivation in learning English. There were 0% of the number of students who scored Very Low and only 6 (18%) students who scored Low. There were 13 (40%) students who scored Moderate. There were 10 (30%) of the participants who scored High. On the other hand, there were 4 students or 12% who scored very high. The researcher found that the results are in accordance with one of the theories about motivation in learning English as explained by the following experts (Jabri, 2019) conducted research which clearly showed that subjects with high English proficiency had more integrative motivation than subjects with low English proficiency. Thus, there is a significant difference in the level of motivation between students. Therefore, this study shows that subjects with high English proficiency are more motivated by the teacher's teaching style.

The correlation between Teacher's Teaching Style and Student's motivation

As the researcher conveyed in the introduction, this study aims to determine the relationship between the teaching style of English teachers and the motivation of students majoring in science in learning English in class X SMAN 7 Bengkulu City. The research results of the relationship between Teacher Teaching Style and Student motivation are presented in table 4.

Table 4. The correlation between Teacher's Teaching Style and Student's motivation

| | | Teacher's Style | Students's Motivation |
|--------------------|---------------------|--------------------|--------------------------|
| Teacher's Style | Pearson Correlation | 1 | .572** |
| | Sig. (2-tailed) | | .001 |
| | N | 33 | 33 |

| | | | |
|------------|---------------------|--------|----|
| Student's | Pearson Correlation | .572** | 1 |
| Motivation | Sig. (2-tailed) | .001 | |
| | N | 33 | 33 |

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above it can be seen that the significance value of Teacher Style and Student Motivation is 0.01, from here it can be seen that these two variables have a relationship or correlation according to the basic theory of decision making if the significance value is <0.05 then it is correlated. In addition to the degree of relationship, the pearson correlation value for the teacher style variable is 0.572 and for the correlation value of student motivation it is also 0.572 based on the theory of the degree of relationship by (Sugiyono, 2013) the pearson correlation value 0.572 is the Pearson correlation value between 0.41-0.60, which means 0.572 means the Teacher Style Variable and Student Motivation Variables have a degree of relationship with a moderate correlation and a positive form of relationship because the value of r (0.01) does not have a minus sign in front of it so from the table above it can be concluded that the higher the English teacher's style, the higher the student's learning motivation.

In addition, this study is also in line with the results of research (Atma et al., 2021), namely that there is a significant and positive relationship between teaching and learning styles and learning motivation in elementary school students. Moreover, the results are the same as previous findings which show a moderate relationship between student motivation and teacher teaching style as described by (Idhaufi & Ashari, 2017) describing teacher presence as the nature and quality of encounters with students. However, great teaching style inspires students to learn more about the material. While teaching a foreign language, the teaching style has a more significant influence. The impact of teachers' teaching styles on students' motivation and achievement in subjects exemplifies a distinct understanding among teachers that might be beneficial for motivating students. Teachers are consciously given expertise in more than one teaching style and the skills to change teaching styles given the nature of students.

Conclusion

Based on the results of a research, there is a significant correlation between English teachers' teaching styles and the motivation of tenth-grade natural science students to learn English. The researchers found that the teaching style that was most in demand by students majoring in science class X at SMAN 7 Bengkulu City was the Expert Style in which the teaching style was applied in class, namely the teacher guiding and directing his students by showing detailed facts and figures. This teaching style is related to the characteristics of students majoring in science who tend to learn objectively, critical of proving scientific truth. The influence shown on the teaching style of English teachers on students' motivation shows a clear understanding among teachers to motivate students. Even though there is a relationship between both the teacher's teaching style as well as the students' motivation to learn English. However, there are still problems encountered in the form of the teacher's difficulty showing concrete examples based on experts on English learning materials related to social texts. This problem can be overcome if the teacher combines learning styles according to learning needs and students. This research has limitations in terms of research subjects which are only limited to one high school in Bengkulu and the number of samples only used 33 people to represent the population of the natural science class. In addition, there

is only 1 teacher teaching. Moreover, the data that has been collected only uses a questionnaire to reduce the depth of research to support it, other instruments such as interviews may be needed at the initial observation stage. However, a suggestion, further researchers can develop research with the same topic based on the deficiencies in this study. Furthermore, for students to be more creative to find ways to improve their English skills such as listening to English songs, reading English comics so that this hobby becomes motivation to learn English. Lastly for English Teachers In teaching English, teachers must be creative in developing students' motivation in learning and teachers must arrange a teaching method to make students motivated in learning.

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