



The Influence of Teacher Teaching Styles on English Learning Motivation of Eighth-Grade Students at SMP Negeri 1 Afulu

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ABSTRACT

This study aims to examine the relationship between teachers' teaching styles and students' learning motivation in English learning. The study was conducted at SMP Negeri 1 Afulu in the 2025/2026 academic year. This study employed a quantitative research approach with a survey design to examine the relationship between teachers' teaching styles and students' learning motivation in English learning. A quantitative approach was chosen because the data were obtained in numerical form through questionnaires and aimed to examine the relationship between variables using statistical procedures. The study population was all 112 eighth-grade students, while the study sample consisted of one eighth-grade class with 28 students and was selected using a cluster sampling technique. The research instrument was a questionnaire consisting of 25 items to measure teachers' teaching styles and 25 items to measure students' English learning motivation using a four-level Likert scale. Data were analyzed using descriptive statistics and inferential statistics with the help of IBM SPSS Statistics 25 and Microsoft Excel. Inferential analysis used rank-order correlation (Spearman) to determine the relationship between the two variables. The results of the study showed a strong positive relationship between teacher teaching style and student learning motivation, with a correlation coefficient of 0.886 and a significance level of 0.000. This finding indicates that students who have a positive perception of their teacher's teaching style tend to demonstrate higher English learning motivation. Therefore, it can be concluded that teacher teaching style is closely related to student learning motivation in English learning.

Keywords: teacher teaching style, English, learning motivation

Pengaruh Gaya Mengajar Guru terhadap Motivasi Belajar Bahasa Inggris Siswa Kelas Delapan di SMP Negeri 1 Afulu

ABSTRAK

Penelitian ini bertujuan untuk mengkaji hubungan antara gaya mengajar guru dan motivasi belajar siswa dalam pembelajaran Bahasa Inggris. Penelitian dilaksanakan di SMP Negeri 1 Afulu pada tahun ajaran 2025/2026. This study employed a quantitative research approach with a survey design to examine the relationship between teachers' teaching styles and students' learning motivation in English learning. A quantitative approach was selected because the data were obtained in numerical form through questionnaires and aimed to examine the relationship between variables using statistical procedures. Populasi penelitian adalah seluruh siswa kelas VIII yang berjumlah 112 siswa, sedangkan sampel penelitian terdiri atas satu kelas VIII yang berjumlah 28 siswa dan dipilih menggunakan teknik *cluster sampling*. Instrumen penelitian berupa angket yang terdiri atas 25 butir pernyataan untuk mengukur gaya mengajar guru dan 25 butir pernyataan untuk mengukur motivasi belajar Bahasa Inggris siswa dengan menggunakan skala Likert empat tingkat. Data dianalisis menggunakan statistik deskriptif dan statistik inferensial dengan bantuan IBM SPSS Statistics 25 dan Microsoft Excel. Analisis inferensial menggunakan *rank order correlation* (Spearman) untuk mengetahui hubungan antara kedua variabel. Hasil penelitian menunjukkan adanya hubungan positif yang kuat antara gaya mengajar guru dan motivasi belajar siswa dengan nilai koefisien korelasi sebesar 0,886 dan tingkat signifikansi 0,000. Temuan ini mengindikasikan bahwa siswa yang memiliki persepsi positif terhadap gaya mengajar guru cenderung menunjukkan motivasi belajar Bahasa Inggris yang lebih tinggi. Dengan demikian, dapat disimpulkan bahwa gaya mengajar guru memiliki keterkaitan yang erat dengan motivasi belajar siswa dalam pembelajaran Bahasa Inggris.

Kata kunci: gaya mengajar guru, motivasi belajar, bahasa Inggris

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INTRODUCTION

Education is a systematic and continuous process aimed at guiding individuals toward the achievement of educational goals through positive changes in knowledge, attitudes, and behavior. Education begins within the family environment and continues through the community and formal educational institutions. According to John Dewey (2025), education is not merely preparation for the future but a process of continuous growth that should be learner-centered and responsive to students' interests and needs. In the Indonesian context, Ki Hajar Dewantara (in Darmani, 2020) emphasized that education aims to humanize human beings by developing natural potential and freedom of thought so that individuals are able to control themselves for the common good. These perspectives underline the importance of teachers as key actors in ensuring the success of educational processes.

Teachers play a crucial role in improving the quality of education, particularly in classroom learning activities. In the learning process, teachers are responsible not only for delivering subject matter but also for motivating, guiding, and facilitating students to achieve optimal learning outcomes. However, teachers often face various challenges, one of which is students' low learning motivation. Learning motivation is a fundamental factor that determines the effectiveness of learning because motivated students tend to be more active, focused, and persistent in achieving learning goals. Learning motivation can be defined as an internal or external drive that encourages individuals to act in order to achieve certain goals. Widjaja in Lisnawati (2022) stated that motivation is a force originating from within or outside the individual that drives a person to achieve predetermined objectives. Similarly, Arianti et al. (2024) explained that motivation is a driving force that transforms energy within an individual into real actions directed toward goal attainment. These definitions indicate that motivation is not merely

intention but a psychological force that stimulates, directs, and sustains behavior, influenced by factors such as personal ambition, appreciation, environment, and social expectations.

In educational settings, learning motivation plays a central role in influencing students' thinking and behavior during the learning process. Arianti (2020) emphasized that motivation affects students' attitudes and engagement in learning activities, while Harun in Herpratiwi (2022) argued that motivation functions as a mental drive that directs students' actions toward learning goals. Students with high motivation tend to show enthusiasm, participate actively, and demonstrate better learning outcomes. Therefore, fostering students' learning motivation is an essential responsibility of teachers.

One important factor that influences students' learning motivation is the teacher's teaching style. Teaching style refers to the way teachers present learning materials, interact with students, manage classroom activities, and create a learning atmosphere. Sardiman in Puspitasari (2022:62) stated that students' learning motivation is strongly influenced by the role of teachers, particularly through the teaching style applied during instruction. An interesting and engaging teaching style can create a pleasant learning environment that facilitates students' understanding of learning materials and encourages active participation.

Slavin (2020) argued that communicative, interactive, and student-centered teaching styles can significantly increase students' intrinsic motivation. Students are more motivated when teachers are able to create enjoyable and meaningful learning experiences. This view is supported by Hartati, Kadir, and Agus (2023), who found that teaching styles involving active student participation, such as group discussions, direct practice, and two-way interaction, positively influence students' learning motivation. Teachers who pay attention to students' psychological needs, such as building self-confidence and providing



positive reinforcement, are also more successful in motivating students to learn.

Despite the theoretical importance of teaching style and motivation, empirical conditions in schools often show otherwise. Based on a preliminary survey conducted at SMP Negeri 1 Afulu with an English teacher of eighth-grade students, it was found that students showed low enthusiasm during English learning activities. Many students were passive, reluctant to ask questions, easily bored, and unfocused during lessons. In addition, only a small number of students completed and submitted routine assignments, and many failed to achieve the minimum mastery criteria in daily tests. These conditions indicate low learning motivation, which may be related to the teaching style employed during instruction.

Understanding students' learning motivation is increasingly important in modern education. Ramadhani, Surlanti, and Nisa (2024) explained that learning motivation is closely related to academic achievement, the selection of effective learning strategies, the creation of supportive learning environments, and the identification of learning barriers. By understanding students' motivation, teachers can design appropriate instructional strategies, create a conducive learning atmosphere, and provide interventions for students with low motivation.

Several previous studies have examined the relationship between teaching style and learning motivation. Almulla (2020) found that student-centered teaching styles significantly enhance students' engagement and motivation. Nguyen and Tran (2021) reported that interactive teaching strategies positively influence students' motivation and learning outcomes in English classrooms. Similarly, Rusiana et al. (2023) revealed that monotonous teaching styles and limited student involvement contribute to low learning motivation. Although these studies highlight the importance of teaching style, research focusing specifically on

the influence of teacher teaching styles on English learning motivation among eighth-grade students at SMP Negeri 1 Afulu remains limited.

Based on the explanation above, this study addresses the following research question: How does the teacher's teaching style influence students' learning motivation in English learning among eighth-grade students at SMP Negeri 1 Afulu in the 2025/2026 academic year? In line with this question, the purpose of this study is to analyze the influence of teacher teaching styles on students' learning motivation in English subjects at SMP Negeri 1 Afulu. This study is expected to provide several benefits. From a theoretical perspective, it contributes to the development of knowledge in English language education, particularly regarding the relationship between teaching styles and learning motivation. Practically, the findings are expected to help teachers identify and apply effective teaching styles to enhance students' motivation, support students in developing positive learning attitudes toward English, enrich academic references for higher education institutions such as UNIAS, and provide useful insights for readers interested in educational research.

METHODS

This study employed a quantitative research approach with a survey design to examine the relationship between teachers' teaching styles and students' learning motivation in English learning. A quantitative approach was selected because the data were obtained in numerical form through questionnaires and aimed to examine the relationship between variables using statistical procedures. According to Creswell (2023), quantitative research is used to test theories by examining relationships among variables measured using numerical data and analyzed through appropriate statistical techniques. In line with this view, the present study sought to identify the relationship between teachers' teaching styles and students' learning motivation.

The research procedure consisted of several systematic steps, including identifying research variables, determining indicators for each variable, developing research instruments, validating the instruments, administering questionnaires to respondents, collecting data, and analyzing the data statistically. The independent variable in this study was teachers' teaching style, while the dependent variable was students' learning motivation. Teachers' teaching style refers to the ways teachers present learning materials, interact with students, manage classroom activities, provide feedback, and create a learning atmosphere. Meanwhile, learning motivation refers to students' internal and external drives that encourage active participation, persistence, and enthusiasm in learning activities. The indicators of teachers' teaching style were developed based on relevant educational theories and consisted of clarity of explanation, variation of teaching methods, classroom interaction, use of learning media, classroom management, and teacher support and encouragement. Based on these indicators, a questionnaire consisting of 25 statements was constructed to measure students' perceptions of their teacher's teaching style. The instrument development process began with formulating indicators, translating each indicator into measurable statements, reviewing the items for content relevance, and conducting a validity and reliability test before being distributed to respondents.

The indicators of students' learning motivation included diligence in completing tasks, persistence in facing learning difficulties, enthusiasm in learning activities, attention during lessons, and independence in learning. To measure this variable, a motivation questionnaire consisting of 25 statements was developed following similar steps: identifying indicators, constructing statement items, reviewing content validity, and testing the instrument statistically. All questionnaire items were measured using a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The four-point scale was

used to avoid neutral responses and encourage clear respondent attitudes.

This research was conducted at SMP Negeri 1 Afulu, North Nias Regency, Indonesia, during the 2024/2025 academic year after obtaining official permission from the school. The population of the study consisted of all eighth-grade students totaling 112 students distributed across four classes. The sample was selected using cluster sampling because the population was naturally grouped into intact classes. One eighth-grade class was selected as the research sample, consisting of 28 students who participated as respondents in this study.

Data analysis was conducted using descriptive and inferential statistical techniques with the assistance of SPSS version 25. Descriptive statistics were used to describe students' perceptions of teachers' teaching styles and levels of learning motivation. Because the data were obtained from Likert-scale questionnaires, which are ordinal in nature, the appropriate inferential analysis used in this study was Rank Order Correlation (Spearman's rho). According to *Fundamental Statistics in Psychology and Education*, correlation analysis for ordinal data derived from ranking or Likert-type scales should employ non-parametric techniques such as Spearman rank-order correlation. Spearman correlation analysis was applied to determine the strength and direction of the relationship between teachers' teaching styles and students' learning motivation. A significance level of 0.05 was used as the criterion for statistical decision-making.

RESULTS

This section presents the research findings obtained from statistical analysis of questionnaire data collected from 28 eighth-grade students of SMP Negeri 1 Afulu. The data were processed using SPSS version 25 and analyzed descriptively and inferentially to address the research objective. The results are organized into three main parts: teachers' teaching styles, students' English learning



motivation, and the relationship between teachers' teaching styles and students' English learning motivation.

Teacher Teaching Styles

The descriptive analysis of teachers' teaching styles was conducted to describe students' perceptions of how their English teacher implemented teaching practices in the classroom. The analysis showed that the overall mean score of teachers' teaching styles was 46.91 with a standard deviation of 5.34 (Table 1). This result indicates that students generally perceived the teacher's teaching style as positive and effective. The relatively low standard deviation suggests that students' responses were fairly consistent, indicating similar perceptions among respondents regarding classroom interaction, clarity of explanation, variation of teaching methods, classroom management, and teacher support.

Table 1
Descriptive Statistics of Teacher Teaching Styles

Descriptive Statistics	Value
N	24
Mean	46.91
Std. Deviation	5.34
Variance	28.52
Maximum Score	59
Minimum Score	37

The findings suggest that the teacher applied various instructional strategies and maintained interaction with students during English learning. These practices contributed to a classroom atmosphere that supported student engagement and participation, which is an important prerequisite for fostering learning motivation.

English Learning Motivation

Descriptive statistics were also used to examine students' English learning motivation.

The results showed that students' learning motivation had a mean score of 47.16 with a standard deviation of 5.13 (Table 2). This finding indicates that students generally demonstrated a relatively high level of motivation in learning English. The low variability of responses reflects that most students shared similar levels of motivation, including diligence in completing tasks, persistence in facing learning difficulties, enthusiasm during lessons, and independence in learning activities.

Table 2
Descriptive Statistics of English Learning Motivation

Descriptive Statistics	Value
N	24
Mean	47.16
Std. Deviation	5.13
Variance	26.32
Maximum Score	56
Minimum Score	36

These results imply that although English is often perceived as a challenging subject, students in this class showed a positive motivational tendency toward English learning. This condition provides a strong basis for examining the relationship between learning motivation and the teacher's teaching style.

The Relationship between Teacher Teaching Styles and English Learning Motivation

To examine the relationship between teachers' teaching styles and students' English learning motivation, Spearman's rank-order correlation analysis was applied. This analysis was selected because the data were derived from Likert-scale questionnaires, which produce ordinal data. The correlation analysis revealed a Spearman's rho coefficient of 0.879 with a significance value of 0.000 (Table 3). This result indicates a statistically significant and very strong positive relationship

between teachers' teaching styles and students' English learning motivation.

The positive correlation coefficient shows that better teaching styles are associated with higher levels of student motivation. In other words, when teachers employ engaging, interactive, and supportive teaching styles, students tend to demonstrate stronger motivation to learn English. Conversely, less engaging teaching practices are associated with lower motivation levels. The strength of this relationship confirms that teaching style is a key factor closely related to students' motivation in English learning.

Overall, the results demonstrate that teachers' teaching styles and students' English learning motivation are strongly related. These findings provide empirical evidence that effective teaching practices play an important role in supporting students' motivation and engagement in English learning at the junior high school level.

Table 3
 Spearman Rank Order Correlation Result

Variables	Spearman's rho (ρ)	Sig. (2-tailed)	N
Teaching Style (X) – Learning Motivation (Y)	0,879	0.000	24

DISCUSSION

The findings of this study indicate a significant and positive relationship between teachers' teaching styles and students' motivation in learning English. The statistical analysis revealed a very strong correlation coefficient ($r = 0.879$) with a significance value of 0.000, showing that students' perceptions of teaching styles are closely associated with their level of learning motivation. This result suggests that students who perceive their teachers' teaching styles as engaging, flexible, and interactive tend to demonstrate higher motivation, enthusiasm, and involvement in

English learning activities. From an empirical perspective, this finding highlights the important role of teachers in creating a learning atmosphere that supports students' psychological readiness to learn.

From a pedagogical standpoint, the result suggests that teaching style is not merely a technical method of delivering instructional content but also a contextual factor that is closely related to students' attitudes toward learning. Teachers who vary instructional techniques, provide clear explanations, offer encouragement, and maintain positive classroom interactions tend to foster a more enjoyable learning environment. Such an environment is closely associated with students' intrinsic motivation, as learning becomes more meaningful and relevant to them. In contrast, rigid or monotonous teaching styles are often associated with lower student engagement and reduced motivation. This dual perspective—teaching style as both an instructional practice and a motivational context—strengthens the argument that teaching style is strongly related to students' learning motivation.

The findings of this research are consistent with previous studies that emphasize the close relationship between teacher behavior, instructional approach, and student motivation. Bank et al. (2020) reported that student-centered and supportive teaching styles are significantly related to higher levels of students' learning motivation, particularly through effective communication and emotional involvement. Similarly, Sugeng (2014) found that varied teaching methods and teacher enthusiasm are associated with positive classroom engagement and increased student participation. The present study reinforces these findings by showing that interactive and adaptive teaching styles are also closely related to students' motivation in a rural school context, where English is often perceived as a challenging subject.

Furthermore, this study extends previous research by providing evidence from SMP Negeri



1 Afulu, a context that differs from many prior studies conducted in urban or resource-rich educational settings. Despite limited exposure to English outside the classroom, students in this study demonstrated relatively high motivation when they perceived their teachers' teaching styles positively. This finding suggests that teaching style may function as a contextual factor that helps mitigate certain learning constraints, such as limited facilities or reduced language exposure. Therefore, the findings not only confirm existing research but also broaden the understanding of teaching style as a factor that is consistently related to learning motivation across diverse educational environments.

From a theoretical perspective, the results align with motivation theories that view learning motivation as a product of interaction between internal learner factors and external environmental factors. Awaisha (2020) emphasizes that teaching style represents an important environmental factor that shapes students' motivation by influencing engagement and emotional connection in the classroom. Likewise, Hartati et al. (2023) argue that teaching styles promoting student participation and two-way communication are closely associated with higher motivation and learning engagement. The strong statistical relationship found in this study supports these theoretical views, indicating that motivation tends to develop more effectively in classrooms where teachers act as facilitators rather than sole transmitters of knowledge.

The implications of these findings are relevant for both teaching practice and educational policy. Practically, English teachers are encouraged to continuously reflect on and develop their teaching styles by incorporating interactive activities, providing constructive feedback, and adapting instruction to students' learning needs. Teaching styles that emphasize communication, collaboration, and student involvement are closely related to higher motivation and more positive learning experiences. From an institutional perspective, schools are encouraged to support

teachers through professional development programs, workshops, and collaborative forums that promote reflective and innovative teaching practices. Such support can help ensure that teaching styles remain dynamic and responsive to students' learning characteristics.

Despite its contributions, this study has several limitations that should be considered. First, the research was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings to other educational contexts. Second, the study relied solely on quantitative data collected through self-report questionnaires, which may be influenced by students' subjective perceptions and situational factors. Third, the analysis focused only on the relationship between teaching style and learning motivation, without including other variables that may also be related to motivation, such as learning environment, parental support, or individual learner characteristics.

Future research is therefore recommended to involve larger and more diverse samples, apply mixed-method approaches, and include additional variables to provide a deeper and more comprehensive understanding of students' learning motivation. Incorporating qualitative data, such as interviews and classroom observations, would also enrich the analysis by revealing how teaching styles are experienced by students in real classroom interactions. By addressing these limitations, future studies can further strengthen both the empirical and theoretical understanding of the relationship between teaching style and learning motivation in English education.

CONCLUSION

This study concludes that there is a strong and statistically significant relationship between the teacher's teaching style and students' learning motivation in English at SMP Negeri 1 Afulu during the 2025/2026 academic year. The statistical analysis shows a high correlation coefficient ($r = 0.879$) with a significance level of 0.000, indicating

that the relationship between teaching style and learning motivation is positive and meaningful. This finding suggests that students' perceptions of teaching styles are closely associated with their level of motivation in learning English.

Based on these findings, it can be generalized that students tend to demonstrate higher learning motivation when they perceive their teachers' teaching styles as engaging, communicative, and supportive. In contrast, teaching approaches that are perceived as less interactive or rigid are associated with lower levels of student motivation. This conclusion directly addresses the research problem by confirming that teaching style is strongly related to students' motivation to learn English.

In summary, the research objective has been achieved, as the findings provide empirical evidence of a strong association between teachers' teaching styles and students' learning motivation. Although this study does not claim a causal relationship, the results highlight the importance of teaching styles as a contextual factor related to students' motivation. Therefore, developing teaching styles that are adaptive, student-centered, and supportive is highly recommended to maintain positive learning experiences and encourage students' active engagement in English learning.

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