

**THE INFLUENCE OF TEACHER'S  
TEACHING STYLE TOWARDS  
STUDENTS' LEARNING INTEREST AT  
EIGHTH GRADE OF SMPN 2  
PAGUYANGAN**

Vina Murtiani <sup>1</sup>  
Dede Nurdiawati <sup>2</sup>

<sup>1</sup> the Graduate of English Education Study Program  
Universitas Peradaban Bumiayu – Brebes  
Email: vinnamurtiani@gmail.com  
Phone: +62 852 0153 8976

<sup>2</sup> the Lecturer of English Education Study Program  
Universitas Peradaban Bumiayu – Brebes  
Email: dedenurdiawati7@gmail.com  
Phone: +62 877 1030 5577

**Abstract**

The objective of this research is to determine whether there is an influence of teachers' teaching style towards students' learning interest at eighth grade of SMPN 2 Paguyangan in the academic year 2021/2022. This is a descriptive quantitative in which the eighth grade, which consists of 65 students, is the research subject. Technique of data collection in this research uses analytical data using product moment statistics. The result of this research shows that

there is an influence of teacher's teaching style towards students' English learning interest at the eighth grade of SMPN 2 Paguyangan in the academic year 2021/2022. This is evidenced by the value of "r" product moment  $r_{xy}$  of 0,315 with  $df = 63$ , at a significance level of 5% the result is 0,244, so that  $r_{xy} > "r"$  table ( $0,315 > 0,244$ ). In other hand, there is an influence of teachers' teaching style towards students' English learning interest at the eighth grade of SMPN 2 Paguyangan in the academic year 2021/2022, which means Alternative Hypothesis ( $H_a$ ) is accepted and Null Hypothesis ( $H_0$ ) is rejected. The correlation between teacher's teaching style towards students' English learning interest has a low correlation significance because it stands in the 0,20-0,40 position.

**Keywords:** *Teacher's Teaching Style, Students' Learning Interest*

## **A. Introduction**

Teacher is the center of the entire educational process, which means a teacher is the main character in the educational scenario. The teaching style of a teacher reflects the way of teaching is carried out, according to their own view. Besides, the psychological foundation, especially the learning theory holds and the curriculum implementation also affects a teacher's teaching style.

The teacher must be able to attract students' attention and interest in order to be able to learn actively to achieve predetermined learning goals. The interest has a big influence on learning, because if the learning materials and teaching styles are not in accordance with the students' interests, then they will not learn as well as possible. The success of the teacher in displaying a teaching style in order to attract student

interest in learning essentially depends on the mental attitude and efforts of the teacher.

SMPN 2 Paguyangan is located in the mountains of the slopes of Mount Slamet, Paguyangan district, Brebes. In the learning process, the school always tries to develop the potential of its students, so that they always do great in both academic and non-academic fields. Each student has a different level of intelligence from one another, which causes that the learning interest of each student is also different, as well as the way the teacher is.

According to the observations conducted by the writers, Mr. Agus Sapto Aji, S.Pd. as the English teacher at SMPN 2 Paguyangan, in the learning process in the classroom, already uses good teaching methods and styles. Many students play active and enthusiastic role in teaching and learning activities, but also the writers find the students who are passive or less active, and less interested in the ongoing lesson. This makes the writers think that every teaching style given by the teacher to students causes various positive and negative responses that affect in the students' English learning interest.

In regard with the problems above, the writers try to analyze the influence of teacher's teaching style towards students' English learning interest at the eighth grade of SMPN 2 Paguyangan in the academic year 2021/2022.

## **B. Literature Review**

A teaching style is a form of teacher's appearance while teaching, both curricular and psychological. Curricular style is the teacher's teaching style which is convenient to the goals and type of certain subjects. Furthermore, the psychological teaching style is a type of teaching adjusted by

students' motivation, classroom management, and evaluation of learning outcomes (Thoifuri, 2013: 81). Besides, Ali (2014: 59) classifies teacher teaching styles that are applied in the learning process into four styles, namely: classical, technological, personalization, and interactional teaching styles.

Furthermore, Djamarah (2014: 167) states that for students, this variation is seen as something that is energetic, enthusiastic, passionate, and all of them have relevance to learning outcomes. The variations in teaching styles are voice variations, emphasizing, pausing, eye contact, body movement, and blocking (switching position).

The use of teaching styles in the teaching and learning process is aimed at students' attention, and students' motivation and learning. While the objectives are: increasing and maintaining students' attention to the relevance of the teaching and learning process, providing opportunities for the possible functioning of motivation, forming a positive attitude towards teachers and schools, providing the options possibility of individual learning and facilities, and encouraging students to learn (Djamarah, 2014: 160).

Meanwhile, interest is a sense of liking and feeling of interest in a thing or activity, without being asked (Slameto, 2010: 180). Moreover, Shaleh (2009: 205) delivers that learning is often defined as a relatively long-lasting change in the next period that is gained later from experiences. Based on the definitions above, it can be concluded that learning interest is an activity in the educational process that results in changes in behavior from interactions that occur during the educational process.

Based on Purwanto (1985: 70), interest is not an innate attitude from birth, but interest can be changed, generated, and maintained, even experience can cause

interest. The factors that generate interest are participation, habit, and experience.

According to Trismayanti (2019: 145), the strategies to increase students' interest and motivation in learning in the classroom are as follows: giving students to make decisions and control, giving a clear instruction, creating a threat-free class environment, changing the learning atmosphere, offering a variety of learning models and methods, creating a positive competition, offering a reward, giving the opportunities for students to study in groups, being enthusiastic, getting to know students, knowing students' interests, helping students to find motivation, setting the high goals high that still achievable, giving the students feedback and helping to find the solutions, and making a pleasant and fun class.

According to Slameto (2010: 180), there are several indicators of interest in learning, namely: feelings of pleasure, student involvement, interest, and student attention. Interest will arise if there are some factors influence it. Interest can be divided into two sections, which are internal and external factors (Slameto, 2010: 54).

### **C. Method of Investigation**

The writers apply descriptive quantitative method in this research. Based on Arikunto (2013: 234), descriptive research is research which means to collect the information about the status of a symptom according to what it is when the study is conducted. The purpose of this research is to determine whether there is an influence of teacher's teaching style towards students' English learning interest at the eighth grade of SMPN 2 Paguyangan in the academic year 2021/2022. The total population are 146, which are the eighth-grade students of SMPN 2 Paguyangan.

Furthermore, the sample are students of the eighth-grade students in class VIII A and class VIII B which consist of 65 students. The writers implement random sampling as the technique sampling.

In the technique of data collection, the writers conduct observation, documentation, and questionnaire. The writers apply the technique of data analysis with validity test, reliability test, normality test, and hypothesis test.

#### **D. Findings and Discussion**

The first result comes from observation. Based on the results of observation conducted by the writers in class VIII A and B, many students play an active and enthusiastic role in teaching and learning activities, but also the writers find the students who are passive or less active, and less interested in the ongoing lesson.

The second result comes from documentation. In this study, the writers apply the documentation technique to collect the data about the school. There are data about the profile, the vision, the mission, the list of teachers, the list of students in class VIII A and class VIII B of SMPN 2 Paguyangan, and the pictures of the students during the research process.

The third result comes from the questionnaire. In this part, the writers present the results of the questionnaire given to the sample of students of SMPN 2 Paguyangan. There are data about teacher's teaching style and students learning interest.

In a Reliability test by looking at Cronbach's Alpha, if the index  $> 0,60$ , then the questionnaire items are reliable. The results of the SPSS test on variable teacher's teaching style questionnaire on Cronbach's Alpha is 0,673, which is declared reliable, because  $0,673 > 0,60$ . The instrument validity test uses the

Product Moment formula which is calculated by using SPSS 20.

If the Product Moment correlation coefficient  $> r_{table} = 0,244$ , it can be concluded that the variable is valid. Whereas, if the value of  $r_{count} < r_{table} = 0,244$ , it can be concluded that the item of the instrument is said to be invalid, so it must be corrected or discarded. In a Reliability test by looking at Cronbach's Alpha, if the index  $> 0,60$ , then the questionnaire items are reliable. The results of the SPSS test on variable (Y) Students Learning Interest questionnaire on Cronbach's Alpha is 0,688, which is declared reliable, because  $0,688 > 0,60$ . The instrument validity test uses the Product Moment formula which is calculated by using SPSS 20.

If the Product Moment correlation coefficient  $> r_{table} = 0,244$ , it can be concluded that the variable is valid. Whereas, if the value of  $r_{count} < r_{table} = 0,244$ , it can be concluded that the item of the instrument is said to be invalid, so it must be corrected or discarded.

Based on the SPSS output table, it is known that the significance value of *asympt.sig* (2-tailed) is 0,658, which is greater than 0,05. Therefore, according to the basis of decision making in the Kolmogorov-Smirnov normality test, it can be concluded that the data are normally distributed. Thus, the test assumptions or requirements have been met. The hypothesis test by using *df* 63, it can be known that  $r_{xy}$  value 0,315  $> r_{table}$  value 0,374 and 0,244. As a result,  $H_a$  is accepted and  $H_0$  is rejected.

## **E. Conclusion**

According to the result of research findings in the previous part, the writers conclude that there is an influence of teacher's teaching styles towards students' English learning interest. This statement can be proven

from the results of frequency distribution where from the sample taken from 65 students on the eighth grade of SMP Negeri 2 Paguyangan obtains the data based on the research results obtained from the “r” moment product  $r_{xy}$  equal to 0,315. These results are consulted with the “r” table 5% of 0,244 with the number of respondents 65. Thus, at a significant level of 5% obtained  $r_{xy} > r$  table which is  $0,315 > 0,244$  means the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, so there is an influence of teacher’s teaching styles towards students’ English learning interest.

### **Acknowledgement**

The writers would like to thank all people who have assisted the process of writing this article. Furthermore, the writer would like to express the deepest gratitude to the headmaster, the English teacher, and the eighth-grade students of SMPN 2 Paguyangan, Brebes.



## Bibliography

- Ali, Muhammad. 2014. *Guru Dalam Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo.
- Arikunto, Suharsimi. 2013. *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Djamarah, Syaiful Bahri et al. 2014. *Strategi Belajar Mengajar*. Jakarta: Rineka Putra.
- Purwanto. 1985. *Ilmu Pendidikan Teoretis dan Praktis*. Bandung: Remadja Karya.
- Shaleh, Abdul Rahman. 2009. *Psikologi Suatu Pengantar dalam Perspektif Islam*. Jakarta: Kencana.
- Slameto. 2010. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Thoifuri. 2013. *Menjadi Guru Inisiator*. Semarang: Media Kampus.
- Trismayanti, Suci. 2019. Strategi Guru dalam Meningkatkan Minat Belajar Peserta Didik di Sekolah Dasar. *Jurnal Pendidikan Islam*, 17(2), pp142-158.