

Students' Perception on Teacher's Teaching Strategy and Its Effect Toward Students' Motivation in Learning English

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Abstract

Teaching strategy is necessary in teaching and learning process. It is used as a way to achieve a certain goal. As one of extrinsic motivations in learning process, teacher's teaching strategy has role to stimulate students' motivation. This research aimed to analyze about students' perception on teacher's teaching strategy and its effect toward students' motivation in learning. This research was an *Ex-post Facto* research. The population of this research was the students who had studied English as general subject at Universitas Negeri Padang in academic year January-June 2019. Cluster random sampling was used with 150 students as the sample of this research. Then, for collecting the data, questionnaire was used as the instrument. The data was analyzed by using *Likert-type* scale and regression linear statistical analysis through *IBM SPSS Statistics 22 Software*. The results showed that students' perception on teacher's teaching strategy was *High* on teaching strategy for writing skill, reading skill, listening skill, grammar and vocabulary and *Very High* on teaching strategy for speaking skill. Then, based on the statistical analysis, teaching strategy had a significant effect on students' motivation in learning English as General Subject.

Keywords: *students' perception, teaching strategy, motivation*

Introduction

Teaching strategy is necessary in teaching and learning process. Teaching strategy defines as the basic procedure of how content is elaborated during the teaching and learning process. A language teaching strategy is defined as a conceived set of pedagogical procedures imposing a definite learning strategy on the learners, directed to the development of competence in the target language (Mehrgan, 2013). Moreover, Takac (2008) states that teaching strategy refers to everything teachers do or should do in order to help the students to learn. Teaching strategy will be used by the teacher depends on the time available, the content as well as on its value for the students.

In learning process, there is relationship between teaching strategy and students' motivation. There are two kinds of motivation that students may have. There are intrinsic and extrinsic motivations. For extrinsic motivation, teacher's teaching strategy has a more significant role than the rest (Cheng and Dornyei 2007, Dornyei 2001). Cheng and Dornyei (2007) found that students may be motivated to learn if their teacher provides them with appropriate conditions to learn and utilizes motivational teaching strategies. Thus, there is no doubt that teachers play important role on students' success in learning English. The teachers have a power in designing how they will conduct the teaching and learning process in the classroom. The teachers are also expected to have appropriate teaching strategy for teach the students, so that they can be motivated to learn English and they can understand the learning objectives.

Trajanov (2016) conducted a research about the relationship between teaching styles and strategies and foreign language learners' motivation. The results showed that the students whose teacher had a democratic teaching style and strategies were more motivated to learn English than the students whose teacher had an autocratic teaching style, which confirmed the first hypothesis. The results also confirmed that the teacher who had a democratic teaching style used more motivational strategies than the teacher who had an autocratic teaching style, which is in accordance with the second hypothesis of the thesis.

In Indonesia, English subject is taught to the students since junior high school to university. According to Undang-Undang No: 20 about National Education System Pasal 37 ayat 1 in 2003, English became the only foreign language that students must learn from the level of Junior High School to University. Thus, at the University level, the students are also taught English as one of the compulsory subjects that students should learn. Learning English at University level proposes to help students for being able to compete in globalization era due to English is used as international language.

Although Indonesian students have experienced in learning English since junior high school to university level, the fact that they mostly do not master English. Research conducted by Exley (2005) shows that most Indonesian students are categorized as less than good in spoken and written English proficiency. Setyadi (2001) suggests, this phenomena can be caused due to non-English department students are not taught how to learn English with appropriate teaching strategies.

By considering on how students' perception on teachers' teaching strategy and its effect towards students' motivation, it is expected to help in giving feedback to the lecturers in teaching English as general subject . This research was conducted to investigate the students' perception about teachers' teaching strategy and its effect toward students' motivation in learning English as general subject at Universitas Negeri Padang.

There were two hypotheses in this research in analyzing the effect of students' perception on teaching strategy towards students' motivation in learning English as below:

H₀: There was no significant effect of teaching strategy towards students' motivation in English as general subject at Universitas Negeri Padang.

H_a: There was significant effect of teaching strategy towards students' motivation in English as general subject at Universitas Negeri Padang.

Method

The research method used in this research was a quantitative research. This research design was an ex-post facto. It was *Non experimental* design that was used to investigate causal relationships between students' perception on teaching strategy and students' motivation in learning English without any treatments. There were two questionnaires used as the instrument of this research. The first questionnaire was 40 items of students' perception on six teaching strategies consisted of items about speaking, writing, reading, listening, grammar and vocabulary teaching strategies that the lecturers' used to taught them, while the second questionnaire was 25 items of students' motivation in learning English. The questionnaire was distributed to 150 students who had taken English as general subject at Universitas Negeri in academic January-June 2019 of 12 different lecturers. The construct validity was used to validate the instruments. Collected data about the students' perception on teaching strategy was analyzed by using *Likert-type* scale to indicate their perception.

Then, to find out the effect of students' perception on teaching strategy toward students' motivation in learning English was analyzed by using regression linear statistical analysis through Statistical Package for Social Science (SPSS) version 22. Before analyzing by using SPSS, the collected data were tested through test requirements consisted of Normality test, Linearity test, Multicollinearity test, and Heteroscedasticity test to ensure the reliability.

Results and Discussion

The teaching strategy is designed to facilitate the students to get the knowledge and skills which are learnt. By considering the perception of the students on how the teaching strategy used in teaching, it can be as the reflection for the teachers in teaching. The teaching strategy in teaching English as general subject in Universitas Negeri Padang level is related to the skills and components of the language. The teaching strategy includes teaching strategy for teaching speaking, reading, writing, and listening skills and the teaching strategy for teaching grammar and vocabulary. The students' perception on teaching strategy can be seen in the following table:

Table 1. Summary of Students' Perception on Teaching Strategy

No.	Teachers' Teaching Strategies	Average Score	Category
1.	Teaching Strategies for Speaking Skill	4.1	Very High
2.	Teaching Strategies for Writing Skill	4.0	High
3.	Teaching Strategies for Reading Skill	3.8	High
4.	Teaching Strategies for Listening Skill	4.0	High
5.	Teaching Strategies for Grammar	4.0	High
6.	Teaching Strategies for Vocabulary	4.0	High

Based on the table above, the students' perception was categorized *High* on five aspects of teaching strategies. Those aspects were teaching for writing skill, reading skill, listening skill, grammar and vocabulary. While on teaching strategies for speaking skill, the students perceived that the strategies were in category *Very High*. From the table, it can be seen that in teaching strategies for speaking skill, the students' perception had the average score 4.1 in *Very High* category. The average score of students' perception on

teaching strategies for writing skill was 4.0 and categorized in *High*. Then, the teaching for reading skill had average score 3.8 and categorized as *High*. Then, students perceived on the teaching strategies for listening skill, grammar and vocabulary in the category *High* with the average score was 4.0 for each teaching strategies.

In language teaching and learning, Brown (2002:17) says that motivation is one of the most important factors for students in mastering English. It means that students are motivated when they have a real goal and energy change in learning English or really want to learn English for a certain reason. In this research, the motivation indicators which asked to the students were positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, and tolerance of ambiguity.

In sum, students' motivation in learning English had great score. It can be seen in the following table:

Table.2 Students' Motivation in Learning English

Description	Score
Total Score	14820
Average	98.8
Maximal Score	120
Minimum Score	78

The table above shows that the average score of students' motivation from the questionnaire distributed was 98.8 with the highest score of 120 and the lowest score of 78. This proves that the average motivation of students in learning English was good but there were some students whose motivation to learn was still low. Therefore, this research would like also to analyze whether the students' perception on teachers' teaching strategy affect their motivation in learning English or not.

To determine the effect of students' motivation on teachers' teaching strategy towards students' motivation, the regression linear analysis was used. The statistical result as seen in the following table:

Table 3: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1769.775	1	1769.775	17.619	.000 ^b
	Residual	14865.965	148	100.446		
	Total	16635.740	149			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Based on the ANOVA table, the calculated F_{count} was 17.619. The calculated F_{count} : 17.619 > the F_{table} : 3.91. This showed that there was a positive significant effect between the independent variable X (Teaching strategy) towards the dependent variable Y (Students' motivation).

In this Coefficients table shows about the regression of teaching strategy and students' motivation.

Table 4. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	69.685	7.084		9.837	.000		
	X	.184	.044	.326	4.198	.000	1.000	1.000

a. Dependent Variable: Y

Based on the Coefficients table, the regression equation that could be formed as:

$$Y = 69.685 + 0.184X$$

From the regression equation obtained, it could be seen that the value of $B_0 = 69,685$ which means that when level X variable (Teaching strategy) was considered constant, the Y variable (Students' motivation) was still obtained at 69,685. B_1 value = 0.184 which meant that each increase or decrease in the level X variable (Teaching strategy) of one unit would be able to increase or decrease the level of Y variable

(Students' motivation) by 0.184 units. Based on the Coefficients table also obtained that the t_{count} value for X variable (Teaching strategy) was 4.198 and the t_{table} value was 1.976.

Based on the data above, H_a was accepted due $t_{\text{table}} > t_{\text{count}}$. The value of t_{count} was 4.198, while t_{table} was 1.976. It meant that the alternative hypothesis (H_a) was accepted, and null hypothesis (H_0) was rejected. It could be concluded that Variable X (Teaching strategy) had a significant effect on Y (Students' motivation) in learning English as General Subject.

Based on the result of the research, it can be seen that almost students perceived that the teaching strategies used by the teachers was good and their perception was in *High* category for all teaching strategies except in teaching Speaking with category *Very High*. While the study conducted by Trajanov (2016) found that the students whose teacher had a democratic teaching style and strategies were more motivated to learn English than the students whose teacher had an autocratic one. Her study focused on investigating which teaching style and strategy more motivate between democratic or autocratic.

The students' perception on teachers' teaching strategy had a significant effect toward students' motivation in learning English. In the study conducted by Trajanov (2016) also found that certain teaching strategy could motivate the students in learning English. In addition, it is in line Cheng and Dornyei (2007) who found that students may be motivated to learn if their teacher provides them with appropriate conditions to learn and utilizes motivational teaching strategies.

It can be consideration for the further researcher to conduct a research deeper about each aspect of teaching strategies which affect the students' motivation in learning English such in this present research. The further researcher also can investigate about other aspects of teaching process which can affect students' motivation in learning English in order to gain more information about English teaching and learning.

Conclusions

This research explained that as the direct consumers of teacher's service, the perception of the students is important to be considered as the reflection for the teacher in conduct the teaching and learning activity. The results showed that students' perception on teacher's teaching strategy was *High* on teaching strategy for writing skill, reading skill, listening skill, grammar and vocabulary and *Very High* on teaching strategy for speaking skill. Then, appropriate teaching strategy used by the teacher may affect towards the height of students' motivation in learning English. This research is expected can be a feedback for the lecturers who teach English as general subject for better improvement in teaching and learning process.

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