

**The Correlation between English Teacher's Teaching Style and
Reluctance to Speak English of the Eleventh Grade Students of
SMAN 8 Palembang**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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Destiyana Miftahul Barokah

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THE CORRELATION BETWEEN ENGLISH TEACHER'S TEACHING STYLE AND RELUCTANCE TO SPEAK ENGLISH OF THE ELEVENTH GRADE STUDENTS OF SMAN 8 PALEMBANG

ABSTRACT

Learning English at school cannot be separated from the role of teachers in teaching. The teachers must be able to create their teaching style to make the students enthusiastic in learning English. Students can be active and talkative based on the way the teacher is teaching. This study was done to find out the correlation between the teaching style of English teacher and reluctance to speak English of students. The sample of this study was 70 of the eleventh grade students of SMA Negeri 8 Palembang. The sampling technique used was purposive sampling. In collecting the data, the researcher used two questionnaires as the instrument. The first was teaching style questionnaire, and the second was reluctance to speak English questionnaire. The data were analyzed by using Pearson Product Moment Correlation Coefficient of SPSS version 24. The result of Pearson Product Moment Correlation Coefficient showed that there is significant correlation between the teaching style of English teacher and reluctance to speak English of students because p-value (0.000) was lower than 0.05.

Keywords: *Correlation, Teaching Style, Reluctance to Speak.*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background

The process of teaching and learning English is the act that involves both the teachers and the students (Larenas et al, 2011). Teachers are responsible to create good classroom environment, including discipline, to apply the approaches and methods to learning, and to interact the students. Patanathabutr (2008) states that factors of student learning ability in educational system are affected by teachers and teaching style. According to Jaya and Hayati (2017) many factors can cause educational success such as the role of educators or teacher in the learning process of students. This means that the teacher must be able to create teaching style to make the students enthusiastic in learning English. The teacher must be able to make the students be active and talkative especially in English. The teacher must not only focus on how they teach, but also how they motivate and handle every student with different characteristics.

The teachers need interesting teaching style. Cook (2008) defines that teaching style is a set of teaching techniques of language learning which are believed to share the same view and the same goals of second language learning. The teachers must be able to know where to take a position in a classroom, and to understand the materials and each of the students' characteristics. They also must be able to handle the whole class to bring it into a good atmosphere of teaching and learning process. Students may have differences in approaching learning process and deal with various learning activities. One good way to ask teacher to consider individual learning differences and recognize what to modify in their teaching style is by learning from the students' perception.

According to Sun (2007) classifications of teacher's disciplinary styles are categorized into four styles. Those are authoritarian, democratic, laissez faire, and indifferent teaching style. Stitt-Gohdes (2001) states that the most teachers teach from the way they learn. The teachers tend to teach the students from what they learn and based on their personal learning experience. The teachers also introduce learning strategies to the students that have benefited their own learning. Jaya and Hayati (2017) states that there is a teaching methodology and teaching technique applied by educators and there is a systematic learning or learning used by students in the teaching and learning process.

The students' reluctance to speak English especially in a classroom activity is a common problem (Babu and Rao, 2012). Reluctance to speak English is a condition of unwillingness to speak English or fear of speaking English (Jackson, 2003). The students' reluctance to speak English can be seen through their reaction during teaching and learning process. According to Green (2008) and Riasati (2012) there are five factors that affect the students' reluctance to speak English, such as fear of negative comment, attitude toward the topic, self-confidence, the environment and teacher's attitude or teacher's teaching style. Students become reluctant to speak English when they are not able to understand the material because English is not their own language and it is just foreign language so they are not accustomed to English. This also makes the students feel afraid of sharing or expressing their ideas with English language because they are afraid of mistakes.

In 2013 SMA curriculum, students are expected to be able to speak English which involves the act of providing information by paying attention to the structure and linguistics elements. Speaking is a way to express the ideas, arguments, and feelings. Speaking happens when there is listener and the one who speaks with knowledge of language and the culture of speaking. Where there is speech, means communication takes place. The use of language in activity makes people easily understand one another.

In high school, the students' speaking achievement need to be improved by asking them to speak up and to develop ideas while they were speaking. In grade eleven, there are several themes should be learned by students in speaking skills, such as suggestion and offers, opinion or thought and the response, hopes or prays and the response, etc. The teacher asks the students to answer the question given so that the students can speak more. Sometime the teacher also asks the students to make a small conversation with peers.

In fact, based on preliminary observation and interview with students of SMAN 8 Palembang, it was found out that speaking was the big problem for them. They tend to be reluctant to speak in English when they are asked to answer the question from the teacher directly, or when the students are asked to express their thoughts about something. The students feel more comfortable to speak English when they make conversation with friends because they have prepared what they should say. Without any preparation, the students are more reluctant and anxious. Thornbury (2005) states that factors enhancing students reluctance to speak English are pronunciation, grammar, inhibition, anxiety, and shyness. Furthermore, they avoided to speak in English and answered only in Bahasa Indonesia. So from this case in this study, the writer wants to find out about students perception on their English teacher's teaching style and the reason why they are reluctant to speak English.

A study conducted by Liman Zhao and Xiaoyun Chen from Technology Normal University, Nanchang, Jiangxi, China (2016) found in their study about Analysis on the Relationship between Teaching Style and Teaching Performance of College Teachers that there is a positive predictor of the relationship between the teaching style and performance of the relationship between university teachers' teaching style and teaching performance.

Maghsoud Amin Khandaghi and Maryam Farasat from Ferdowsi University of Mashhad (2011) found out about Investigation the Effect of Two Types of

Teaching Style and Students' Adjustment of 31 teachers and 300 students in fifth grade of elementary schools of Mashhad. The result showed that there is a significant difference between two teaching style effect on emotional and educational on student's adaptation.

Merve Savaşçı from Yeditepe University Istanbul Turkey (2013) found out about an action research at tertiary level of Why are Students Reluctant to Use L2 in EFL Speaking Classes. The participants were 22 young adults studying at an English-Medium university in a Turkish EFL settings. The result showed that students are reluctant to speak English because of lack of confidence, fear of making mistakes, cultural factors and teacher effects.

Therefore, based on the explanation above, the researcher is interested in conducting a research to the students of SMAN 8 Palembang. The researcher conduct a research entitled "The Correlation between EnglishTeacher's Teaching Style and Reluctance to Speak English of the Eleventh Grade Students of SMAN 8 Palembang". The purpose of this study is to find out whether there is a significant correlation between teaching style and reluctance to speak English of students of SMAN 8 Palembang.

1.2 The Problem of the Study

Based on the background, the problem of this study is formulated as "Is there any significant correlation between English teachers' teaching style and reluctance to speak in English of the eleventh grade students of SMAN 8 Palembang?"

1.3 The Objective of the Study

The objective of the study is to find out whether or not there is significant correlation between English teachers' teaching style and reluctance to speak Englishofthe eleventh grade students of SMAN 8 Palembang.

1.4 The Significance of the Study

Hopefully this study will give meaningful contribution not only for teachers and lecturers in teaching but also for students in learning process. Since the aim of English is using English for communication, the teacher must realize that students' learning must increase based on how the teacher teaches. Furthermore, the writer hopes that the result of the study will give knowledge to the readers, and can be the source and reference for further study.