

## Study of the Influence of Teachers Teaching Style on Students' Interest in Learning English

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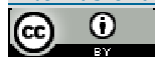
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### ABSTRACT

Learning English at the high school level often faces various challenges, especially when it comes to attracting students. Based on initial observations at SMA Swasta Indonesia Membangun Medan for the 2023/2024 school year, it was found that many students in grades x2 and x1 felt less interested in learning English. Factors that may cause this lack of interest include material difficulties, lack of relevance of the material to daily life, multiple intelligences of students, teaching style of teachers and techniques of delegators in teaching. The research methodology used is questionnaires, interviews, and data collection. The types of research used are qualitative data and quantitative data. The findings of this study also aim to determine the influence of teachers' teaching styles on students' interest in learning English. Based on the results of research through interviews with teachers, the factors that affect students' lack of interest in learning English are because students have dominance or multiple intelligence in certain fields. And the results of the questionnaire given summarized that students' interest in learning was in the category of quite good, namely 69.03% out of 50 students. And for the delegator teaching style technique, it is done during the group discussion method because in the discussion students can work collaboratively and become teachers with each other

## INTRODUCTION

English being the maximum usually oral communication universally including legitimate lore, aeronautics, computers, tact, and tourism. Learning English can be challenging, but ambitions exist separate from every most substantial factors inside language eruditions. Motivational is important attainments English because it helps individuals to stay focused, engaged, and committed to their learning goals. Encouraging involves and enhancing the curiosity of young learners in academic tasks.. (Borah Mayuri 2021). Impetus shapes how effectively human handles a particular responsibility as impetus becomes more targeted and intense, the more successful participant will be in their educational endeavors (Wardani Adetya Dewi, Gunawan Imam, and all 2020)

In pursuance of Adetya Dewi (2020) Desire has an incentive or urge that exists in subjects and may influence, guide, and set up their decisions and actions. Students motivation is the drive of reason that influences students to engage in learning activities. Motivating others is an important effective in teaching and learning, and it stimulates, guides and sustain learning. According to Environment. Borah Mayuri (2021) Impulsion is a mechanism through which a learner's inner resources are channeled towards different target within their surroundings.

Motivation is a crucial aspect in determining achievement in the teaching-learning process. Students can only learn effectively if they are motivated by Lebci Zohra, Ainol Madziah and all (2022) Drive to learn not only energizes students to engage in learning but also provides guidance on their educational path. (Wardani Adetya Dewi, 2020). Motivation to learn can have a significant impact to a student's interest in learning, because determination is a key factor in successful instruction, fostering improved conduct among student's and enriching their overall sense of satisfaction.

Learning English has a complex process that requires effective teaching strategies to make pupils excited about discovering the courses. In line with Maharantau Rizqio (2015), Activities for teaching and learning accomplished between instructors and learners with great motivation and enjoyment are supposed to create effective learning. According Murtiani Vina, Nurdiawati Dede (2023), A coaching fashion is a shape of teacher's presentation during instruction, encompassing both instructional and emotional aspects.

## LITERATURE REVIEW

Khoirunnisa Fahma (2023) said that the instructional method employed during educational activities is the teacher strategy for simplifying the material for students' and plays a key role in whether students meet the learning goals established by educator.

According to Asmi Shilsila Nurfadilah (2022) in her preposition "English Dialect Acknowledgment Strategies Utilized by Teachers along with Students on Public High School 19 Makassar," from the English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar, a teaching style encompasses both curricular and psychological elements. Curricular aspects align with the objectives and nature of the subject matter, while psychological aspects include providing rewards and reprimands to encourage students to ask questions or share their opinions.

A particular way to characterize the manner in which an instructor is their approach to imparting knowledge during the teaching process it may be defined as the behavior the instructor demonstrates while discussing implemented curricula, students needs, and teaching philosophy. This examination is detailed in 'Didactic Approaches by Teachers in a Private Junior High School in Salatiga' by Khoirunnisa Fahmi (2023), from the English Education Department, Faculty of Psychology and Sociocultural Sciences, Islamic University of Indonesia Yogyakarta.

The delegation strategy centers on shaping learners' ability to manage their own learning. In this strategy, the teacher transfers the control and accountability to the learner's or their groups. Learners undertake tasks independently or as part of self-regulated teams. In this context, schoolboys choose to create and apply their intricate learning projection, while the preceptor takes on an advisory role (Ardeatine, Kisman, 2019). The delegator approach is frequently adopted, similar to the group-based method employed in team-oriented tasks. (Iqbal Asif, Ahmed Shezad, and all 2020).

According to Shilsila Nurfadilah, 2022 Asmi 2022. Delegatory teaching model is an instructional strategy that highlights the adviser focus on developing students' activities skills through assigning tasks for independent completion. A teaching approach akin to the delegator's can be examined by recognizing that teachers often need to be assertive in assigning tasks to ensure students develop to their skills independently. (Shilsila Nurfadilah, 2022 Asmi 2022).

According to Khoirunnisa Fahma (2023), the delegating form intends to increase how well pupils are able for autonomous learning. Instructors encourage students to finish projects independently. Teachers may help students build separation and self-sufficiency.

This model caters to entanglement by students wherein instructor's manipulate the learning of pupils. It offers with allowing independent questioning amongst learners. Teacher assist freely on procedure. (Ahmed Shezad, 2020).

According to Hardiatinur, Murni, and all. The delegated teaching way emphasizes on shaping pupils being able for acquiring knowledge entirely on their own. The delegator style aims to increase students' ability for self-directed

learning. (Khoirunnisa Fahma ,2023).The preceptor assigns and transferful the control and responsibility for the learning to the students or groups of students.Learners works out independently on projects or as part of self-directed teams.In this approach learners choose to create and apply their own sophisticated learning projects,with the instructor as a advisory.

Gransha 2002 identifies the benefits of the delegator technique:

1. Students learn about their talents,
2. Students' skills and knowledge may be used individually,
3. Authority trusts their thinking,
4. Acting successfully with minimal supervision helps them envision themselves as pros their area.

## **METHODOLOGY**

### **Probe Pattern**

This analyze will adopt education that students focused,which turns the traditional teacher centered model on its head.In contrast to the traditional setting where teachers are the sole authorities on knowledge,this study will foster an environment where students take charge of their own learning,actively engaing with the material.Conversly,in student centered-classroom,active learning is highly promoted. Singhal Divya. (2017) By proiritizing student's needs and persepectives,students-centered learning creates a personalize and inclusive environment where students voiced are heard,valued and empowered to shape their own educational journey.Singhal Divya. (2017). The goals of the SCL method, which stands for Student-Centred Learning, are centred around creating a personalized learning experience for each student, engaging them in decisions about what, when, and how they learn.According to the Morel.M. Gwendolyn (2021). By placing student at the front of the learning experience,student-centered learning foster a deeper sense of engagement and motivation,ultimately leading to students taking greater responsibility for their own academic success.Educators in students-centred learning environments are frequently astonished by how rapidly students acclimate to this innovative approach,seamslessly integrating into the interactive setting within a matter of weeks as,if it were an inherent aspect of their learning process.Trester.F.Eugene(2019).According to Rombepajung.A.Paula. Paula., Yanrini. And all. (2023). Student-centred Learning, it can be seen that SCL is a student-centred learning process. A student-centred learning system is a system that should be built by students without having to rely on teaching from the teacher.

Students' learning consist of consists of three steps namely planning, interacting, and evaluating the learning process. Planning is involved with establishing goals, determining alternate courses of action, and selecting the best plan of action to pursue to achieve the goals, interacting is the act of talking, doing, or taking part in anything with someone or something, the process of evaluating learning involves defining clear and measurable learning objectives, selecting appropriate evaluation methods, and analysing the criteria to determine the success of the learning experience.

In this consider, analysts will collaborate with the education to end up a group laborer who will work together to unravel the students' issues in understudy intrigued in learning English through the teaching style.

#### **Research Technique for Collecting Data**

The action research followed the model that had been developed by Hopeman Ardian Teofilus, Nasrudin Dian, and all. It was a famous representation of the SCL that contained three stages as follows; Planning, Interacting, and Evaluating Learning.

In this research, the research will apply two cycles consisting of three sessions, each lasting of 30 minutes. The interview method lasted 58 minutes and 30 seconds start time: 09:17, end time 10:15AM. Therefore, the research process will include three meetings.

The phase involves of three steps: Contritive, Interacting, plus Evaluating in learning process. The student-centred learning method is based on the following assumption. Because the delegator technique has not yet been properly organized, the inaugural phase of the process of educational delivery style has none yet been effectively excuted. Student engagement and interest in the learning process are desired outcomes for cycle II. It will be evident from the students' classroom actions.

In collecting data, research as the key instrument also will use: questionnaire for students, interviews with teacher. The second is an interview, the interview is a conversation for gathering information.

Even though the performance on the exam only comprises a sample of the skills, broad language expertise refers to prevalent competency throughout every parlance skills. That kind of project-based learning will be an oral presentation. Before they are told of their topic, the pupils are supposed to articulate it or test their writing and speaking while doing the presentation.

#### **Research Technique for Analysing Data**

The info uses both quantitative and qualitative data for analysis. To examine and characterize the circumstances within the teaching process, qualitative data is leveraged. Questionnaire were given for students responses to language learning and also the teacher's teaching style using quantitative data.

#### **Security Participator Including Venue**

The ten science grade students from SMA Swasta Indonesia Membangun Medan will be the study's subjects. There are fifty pupils in it, divided between grades ten-1 and ten-2. for pupils in grades 10:23 and 10:27, respectively.

## **RESULTS**

### **Data Aggregation**

- Place

SMA Swasta Indonesia Membangun Medan from March 25, 2024 - March 27, 2024, 50 students specifically in grade one for the academic year 2023 and 2024 includes an observatory center.

### **Facts Compilation Technique**

Arranging begging the information provided gathering, the first round occurred to measure students interest or student response while learning English. The information of acquiring manner procedure was carried out by researcher amid three sessions including two separate phase.

### **Stage One**

Planning: develop a first intervention plan and prepare a questionnaire.

Implementation: carry out the first intervention and fill out the questionnaire for the first time by students in grade ten 2

Observation: observe the implementation of the intervention and collect data through questionnaires.

Reflection: analyze data from questionnaires and observations to plan the next cycle.

### **Cycle 2**

Planing: Plan a customized intervention based on reflection from cycle 1.

Implementation :implementing the tailored intervention and completing the questionnaire a second time by the students in class ten 3

The cycle 1 and 2 to were carried out to see the comparison of classes grade ten 2 and 3. Data checking is carried out when the research has been completed.

### **Substances**

That study findings had been analysed by employing purely quatitative data. This scrutiny was undertaken involving two class. "From two distinct classroom with variable numbers of upper adolescents, the researcher pick a sample of just fifty individuals,where the researcher said 2 classes were taken randomly. By using 2 classes to the differences between the classes.



Figure 1. The Researcher Monitors and Directs the Filling out of the Questionnaire

### Data Derived Sources

- The Detailed Data

Eventually questionnaire regarding the inaugural cycle along with the sequel following the statically test in PSPP.

Table 1. Test Validation and Rehabilitation instrument in PSPP

```
RELIABILITY
/VARIABLES= VAR001 VAR002 VAR003 VAR004 VAR005 VAR006 VAR007 VAR008 VAR009 VAR010 VAR011 VAR012 VAR013 VAR014
/MODEL=ALPHA
/SUMMARY = TOTAL.

Scale: ANY

Case Processing Summary
```

Cases	N	Percent
Valid	50	100,0%
Excluded	0	,0%
Total	50	100,0%

```
Reliability Statistics
```

Cronbach's Alpha	N of Items
,61	14

```
Item-Total Statistics
```

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR001	45,90	28,30	-,08	,64
VAR002	44,28	23,88	,42	,56
VAR003	44,38	24,36	,33	,58
VAR004	45,10	22,58	,51	,54
VAR005	44,10	25,52	,26	,59
VAR006	44,36	25,34	,19	,60
VAR007	44,44	24,41	,36	,57
VAR008	45,00	26,57	,03	,64
VAR009	44,34	23,13	,52	,54
VAR010	44,40	25,31	,25	,59
VAR011	44,58	23,68	,38	,57
VAR012	44,28	24,82	,31	,58
VAR013	45,70	27,07	-,01	,64
VAR014	46,26	26,03	,12	,61

Significance level

$$\alpha = 5 \% = 0,05$$

If  $r$  calculated (correlation coefficient value)  $\geq r$  table = acceptable

If  $r$  calculated (correlation coefficient value)  $\leq r$  table = unacceptable

$N = 50$ , Formula for finding reability :

$$df = N - 2$$

$$df = 50 - 2 = 48$$

$$r(0,61) > (0,273) = \text{valid}$$

Table 2. Score

SCORE	CODE	STATEMENT
5th top score	FA	Fully Agree
4th Above avarage	C	Concur
3rd middle rating	U	Undecided
2nd low rating	D	Differ
1st bottom score	TD	Totally Diverge

Table 3. Likert Scale Score for Questionnaire

interval	criteria
0%-19,99%	Extremelypoor
20%-39,99%	Below Average
40%- 59,99%	Avarage
60%- 79,99%	Above Avarage
80% -100%	Outstanding

Table 4. Table of Interval

TOTAL SKOR	116	198	193	157	207	192	193	160	196	191	185	195	133	100
MAXIMAL SCORE	250	250	250	250	250	250	250	250	250	250	250	250	250	250
PERCENT	46,40	79,20	77,20	62,80	82,80	76,80	77,20	64,00	78,40	76,40	74,00	78,00	53,20	40,00
AVARAGE PERCENT					69,03									

Percentage yield of 69,03 Is above the category good from grade ten2 and grade ten 1.

## RESULT AND DISCUSSION

- Researcher: what do you define teaching style in the context of teaching style?

Teacher: I prioritize student activity in language learning ,because students' abilities are lacking and find out students 'abilities first based on English level.

- Researcher: what approach or method did you use? And why did you choose that method?

Teacher: I prefer to use the discussion method,role-play,because when using discussion students can exchange ideas between fellow students. And for role-play students will try to speak English which is to practice speaking and also students' memory.

- Researcher: how do you complete your teaching style to create an inclusive ,including those with different learning interest?

Teacher: I use mix students ,where students who are poor in learning English are combined with students who are capable of learning English.

- Researcher: what learning media do you use when teaching English? And can this learning media influence students' interest in learning? If yes, can you explain how?

Teacher: in my opinion ,it has not yet fully influenced students interest, because the level of interest of current students is not as excited as previous children and the success rate is only 70%.

- Researcher: what strategies or technique do you apply to increase low interest in learning English ?

Teacher: I use the delegator technique where I will give them assignments and assignments in the form of discussion groups using presentations.

- Researcher: How do you respond to students who may have low learning interest in English?

Teacher: I will provide counselling to students and it was found that these student did not have basic English, but still had general interest.

- Researcher: how do you asses students level of interest in English lesson?

Teacher: I asses based on students cognitive abilities, but will still provide opportunities for students whose interest level is 50%

- Researcher: how do you involve students in the english learning process so that they feel responsible for their own learning interest?

Teacher: I involve students in the learning process by conducting questions and answer to students, learning projects and presenting results in class (a teaching that can make students interested)

- Researcher: do you consider student feedback in learning english:

Teacher: I will consider students feedback when taking quizzes

## CONCLUSIONS AND RECOMMENDATIONS

Accordance with the results of research through interviews with teachers, the factors that affect students' lack of interest in learning English are because students have dominance or multiple intelligence in certain fields. And the results of the questionnaire given summarized that students' interest in learning was in the category of quite good, namely 69.03% out of 50 students.

When conducting interviews with teachers, the teacher's teaching style reached 70% where the results were included in the category of quite good. And when viewed from a cognitive point of view, only 50% of students have an influence on learning because students' basic English skills are still lacking in learning English.

And for the delegator teaching style technique, it is done during the group discussion method because in the discussion students can work collaboratively and become teachers with each other. The study demonstrates that students' interest in learning English remains high due to creative and collaborative teaching methods. Utilizing discussions, role play, project-based learning, and various media enhances student engagement and understanding.

To improve students' cognitive understanding, evaluation and adjustment of teaching methods that place more emphasis on in-depth understanding of concepts, as well as additional support outside of class hours, can help address these gaps and achieve optimal learning outcomes.

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