# THE CORRELATION BETWEEN ENGLISH TEACHER'S TEACHING STYLE AND STUDENTS' ACADEMIC ENGAGEMENT AT SMK SEPULUH NOPEMBER SIDOARJO

### THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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### ABSTRACT

Fatimatuzuhroh, Siti. (2019). The Correlation between English Teacher's Teaching Style and Students' Academic Engagement at SMK Sepuluh Nopember Sidoarjo.

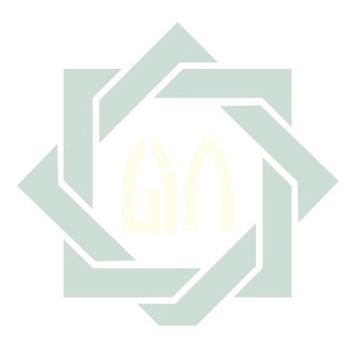
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Keywords: Teaching Style, Student Engagement, Students' Academic Engagement

One factor considered as a crucial element in teaching and learning process is teacher's teaching style. Teaching style is the pattern of teachers' teaching behaviour, such as the ways of presenting information, organizing discussion, lesson planning, and ways of facilitating learning activities. Teaching style is also need to be a crucial element in the lesson to engage the students in learning process, because engaging students in academic is important to enhance learning outcomes of all students. This research examines the correlation between English teacher's teaching style and students' academic engagement at SMK Sepuluh Nopember Sidoarjo and aims to find out type of English teacher's teaching style that has strong correlation with students' academic engagement. The subjects of this research were 172 students out of the total 460 students population. The sampling technique used in this research was probability sampling. The data were collected used questionnaire. Data analyses were gained by Pearson Product Moment correlation. There were two findings in this research. First, the data from Pearson Product Moment find that there is weak correlation between English teacher's teaching style and students' academic engagement with coefficient correlation 0,322. Second, the result shows that personal model style has strong correlation with students' academic engagement. The Pearson Product Moment correlation of personal style shows that the coefficient correlation was 0,311. This correlation result indicates that the more teacher adjust the

teaching style in the classroom will the higher students' academic engagement in the classroom. Hence, the teachers should provide a positive teaching and learning environment to engage the students in the classroom and also contribute to the better achievement.



### ABSTRAK

Fatimatuzuhroh, Siti. (2019). The Correlation between English
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Salah satu faktor yang dianggap sebagai elemen penting dalam proses belajar mengajar adalah gaya mengajar guru. Gaya mengajar adalah pola dari perilaku mengajar guru, seperti cara penyajian informasi, pengorganisasian diskusi, perencanaan pelajaran, dan cara memfasilitasi kegiatan pembelajaran. Gaya mengajar juga perlu menjadi elemen penting dalam pelajaran untuk melibatkan siswa dalam proses belajar, karena melibatkan siswa dalam bidang akademik penting untuk meningkatkan hasil belajar semua siswa. Penelitian ini meneliti hubungan gaya mengajar guru bah<mark>asa Inggris dalam ket</mark>erlibatan akademik siswa di SMK Sepuluh Nopember Sidoarjo. Selain itu, penelitian ini bertujuan untuk mengetahui jenis gaya mengajar guru bahasa Inggris apa yang memiliki hubungan kuat dengan keterlibatan akademik siswa. Subjek penelitian ini adalah 172 siswa dari total 460 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah probability sampling. Data dikumpulkan menggunakan kuesioner. Analisis data diperoleh dengan korelasi Pearson Product Moment. Ada dua temuan dalam penelitian ini. Pertama, berdasarkan data dari Pearson Product Moment menemukan bahwa ada hubungan yang lemah antara gaya mengajar guru bahasa Inggris dan keterlibatan akademik siswa dengan koefisien korelasi 0,322. Kedua, hasil menunjukkan bahwa gaya personal memiliki hubungan kuat keterlibatan akademik siswa. Korelasi Pearson Product Moment dari gaya personal menunjukkan bahwa koefisien korelasi adalah 0,311. Hasil korelasi ini menunjukkan bahwa semakin tinggi guru menyesuaikan gaya mengajar di kelas akan semakin tinggi keterlibatan akademik siswa di kelas. Oleh karena itu, para guru harus memberikan lingkungan belajar dan mengajar yang positif untuk melibatkan siswa di kelas dan juga berkontribusi pada pencapaian yang lebih baik



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### LIST OF ABBREVIATION

1. SMK : Sekolah Menengah Kejuruan

(Vocational High School)

2. SMA : Sekolah Menengah Atas (Senior High School)

3. SPSS : Statistical Package for the Social Science

4. UIN : Universitas Islam Negeri5. ESL : English as a Second Language

6. ESP : English for Specific Purposes



### CHAPTER I INTRODUCTION

This chapter provides a brief explanation about research background, research questions, objectives of the research, hyphotesis, significance of the research, scope and limitation of the research and definition of key terms.

### A. Research Background

One of the factor that considered as a crucial element in teaching and learning process is teacher's teaching style. It because a study showed that the most important players influencing students achievement is teaching style. Teaching style can be defined as a consisting of the roles a teacher plays in the classroom. The roles of teacher in the classroom are the teacher set the tone of the classroom, build a warm environment, guide and nurture students, become role models, and listen the students' problem in the classroom.

Some teachers believe that classes should be a teacher centered, where the teacher is an expert and authority in presenting information. The ohers take a students centered approach, seeing their role as more of a facilitator of students learning. Teaching style can influence how the teachers present information, interact to students and oversees the course. There is varying evidence that teachers' teaching style affects certain factors such as self-efficacy, academic self-image, school related attitudes, achievements and engagement in school.<sup>3</sup>

Teacher's teaching style is also need to be a crucial element in the lesson to engage the students in learning process, because engaging students in academic is important to enhance learning outcomes of all students.<sup>4</sup> According to Newman, Wehlage and Lamborn, students' academic engagement is psychological effort

<sup>&</sup>lt;sup>1</sup> Sanders, W. L. Value added assessment. (School Administrator. 1998), 25

<sup>&</sup>lt;sup>2</sup> Anthony, F.G. Teaching with style: A practical guide to enhance learning by understanding learning an teaching styl. (Collage Teaching, 2002), 3

<sup>&</sup>lt;sup>3</sup> Walker, J. M. Authoritative classroom management: How control and nurturance work together. (Theory into Practice, 2009), 122-125

<sup>&</sup>lt;sup>4</sup> Schlechty, P. C. Shaking up the schoolhouse. (San Fransisco, USA: Jossey-Bass Publishers, 2001).

and investment of students in learning, mastering snd understanding skills, knowledge that school itended to promote.<sup>5</sup> Educators have often emphasized three dimension for academic engagement; emotional, behavioral and cognitive engagement.

Even if the teaching style has an important role in students engagement, there is still a lot students disengagement in teaching and learning in term of emotional, behavioural and cognitive engagement due to several factors. First, in case of emotional engagement the students have low motivation in learning. In the classrom setting, students motivation refer on the extent which students place and focus on achieving successful results. Motivation and engagement are very important for sound student learning. Stenberg believes that motivation is very important for school success, in the absence of students never make an effort to study.

Second, in case of behavioral engagement the teachers talk more than the students. Teachers were not encouraged to speak more than 25 percents of the time to encourage students engagement. A research found that students like to explain concepts to their peers and in actively involve them in class discussion to keep them from zoning out. Third, in case of cognitive engagement the students have no effort to master and understand difficult task and they also do not use appropriate learning strategies in the learning process. The research has been suggested that students' cognitive engagement in learning can be improved through good teaching, clear goals, appropriate assessment methods, congruent learning content and independent

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<sup>&</sup>lt;sup>5</sup> Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. *The significance and sources of student engagement.* In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools.* (New York: Teachers College Press, 1992), 11-39

<sup>&</sup>lt;sup>6</sup> Saeed, Siwat. How Motivation Influences Student Engagement: A Qualitative Case Study. Journal of Education and Learning. (Faculty of Education Monash University Melbourne Australia. 2012)

<sup>&</sup>lt;sup>7</sup> Stenberg, R..J. *Intelligence, competence and expertise*. In E. Andrew and D.Carol (Eds.), Handbook of competence and motivation. New York. (USA:The Guilford Press, 2005)

<sup>&</sup>lt;sup>8</sup> Yalua, Christoper. Reflecting on students engagement. (Thomas B. Fordham institute, 2017)

learning opportunities. Newmann also stated that engaged student in learning make a psychological investment. They try hard to learn what the school has to offer. The students take a pride not simply in earning the formal indicators of success (such as grades), but in understanding material and incorporating or internaling it in their lives.

Students in Vocational High Schools (SMK) disengagement relatively high because in Vocational High Schools is different from Senior High School (SMA) where the material is general and Vocational High School prepares the students not only to attend higher education, but also to meet the demands of the industrial world. The data showed that around 20 percents of students in SMK consistenly break away when considering behavior in the class.<sup>11</sup> These students may find their work unattractive, tend to give up, challenging tasks, will seek distractions and opt out of class activities. Students who do not work usually have level of one or two years below their productive counterparts in terms of achievement. The data from Kemendikbud also showed that there are still 73.000 students in SMK who dropped out of school. 12 Until the 2017/2018 school year, a total of 187.828 students dropped out of school in Indonesia.

To overcome this situation, a teacher must have an attractive and effective teaching style to engage the students actively. Grasha and Hiks argue that its not enough to focus on students' learning style, teaching also need to be a crucial element in the lesson to engage the students.<sup>13</sup> Grasha said that teaching style is the scheme

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<sup>&</sup>lt;sup>9</sup> Lizzio, A., Wilson, K., & Simons, R. University. *Students' perceptions of the learning environment and academic outcomes: Implications for theory and practice*. (Studies in Higher Education, 2002), 27-52.

<sup>&</sup>lt;sup>10</sup> Newmann (Ed.), *Student engagement and achievement in American secondary schools.* (New York: Teachers College Press, 1992)

<sup>&</sup>lt;sup>11</sup> Kirsten J. Hancock & Stephen R. Zubrick. Children and young people at risk of disengagement from school. (2015)

 $<sup>^{12}\</sup>mbox{https://www.idntimes.com/news/indonesia/helmi/angka-putus-sekolah-di-indonesia-yang-mengkhawatirkan/full. (2018)$ 

<sup>&</sup>lt;sup>13</sup> Yalua, Christoper. Reflecting on students engagement. (Thomas B. Fordham institute, 2017)

of believe, knowledge, performance and behavior of teacher when they teach in the classroom.  $^{14}$ 

With those theories, there are studies that examine similar problems related to teaching style and students' academic engagement. A study that written by Tina Rutar Leban Alhussain entitled "The relationship between teachers' teaching styles, students' engagement in school and ESL" focused on the role teachers and their teaching styles play in developing students' self-efficacy, attitude to school work, learning, knowledge and academic achievements which represent potential protective factors against ESL. Types of teaching style in the research were authoritative, authoritarian and permissive. The result showed that a teacher's teaching style significantly affects the different outcomes of the teaching-learning process in school.<sup>15</sup>

Meanwhile "The Relationship Between Students' Learning Styles and Teachers' Teaching Styles to Students' Achievement", a research by Maa Rosa S. Caraballe determine the relationship between students' learning styles and teachers' teaching styles to students' achievement. 16 The aims of this research were to describe the preffered leraning style of the students, preffered teaching style of the teacher and the achievement level of students. This research was descriptive study utilizing a One-Shot Survey Questionnaire method. The teaching style that used in the research was teaching style by Grasha. The result found that the majority of fourth year students preferred to learn using auditory while the fourth year teachers preffered to teach used facilitator style. This finding similar with a research by Lee Mei, entitled Teaching Style, Learning Style and the ESP Classroom. 17 The findings illustrate that the dominant preferred teaching style was the facilitator teaching style as it was preffered by five of the lecturers. The study

<sup>&</sup>lt;sup>14</sup> Anthony, F.G. Teaching with style: A practical guide to enhance learning by understanding learning an teaching style. Collage Teaching, 2002), 4

<sup>&</sup>lt;sup>15</sup> Tina Rutar Leban. The relationship between teachers' teaching styles, students' engagement in school and ESL, (2015),

<sup>&</sup>lt;sup>16</sup> Ma. Rosa S. Caraballe. The relationship between students' learning styles and teachers' teaching styles to students' achievement. (Faculty of Collage of Education, Carlos Hilado Memorial State Collage, Talisay City, Negras Occidental, Phipipines, 2014),15

<sup>&</sup>lt;sup>17</sup> Lee Mei. *Teaching Style, Learning Style and the ESP Classroom.* (Department of languages, Center of languages and human development University Technical Malaysia Melaka, 2017), 18

also looked at whether the students' learning styles preferences were influenced by their field of study, gender and ethnic backgrounds.

Then, a research was written by Hanaa Esmail Sabra, et al entitled "Relation between Students' Perception of Teaching Style and Students' Academic Engagement in South Valley and Assiut Universities", discuss about the relationship between students' perceptions of teaching styles and students' academic engagement in South Valley and Assiut Universities. Descriptive correlational research design was used. The result showed that there were highly positive statistically significant correlation between lecture's teaching style and students' academic engagement in pediatric nursing department in Assiut and South Valley Universities and in obstetrics and gynecological nursing department in South Valley University. 18

The last research was done by Massaada, et al entitled "The analysis of english teachers' teaching styles and their effects on students' motivation at SMA Negeri 2 Majene", discuss about the teaching styles that are applied by the English teachers at SMA Negeri 2 Majene and the effects of the English teachers' teaching styles on the students' motivation at SMA Negeri 2 Majene. 19 The research design used in this research was qualitative approach. The result showed that the teachers used four types of teaching style. They are expert, formal authority, personal and facilitator. The doinant that used in that study were expert, personal model, an formal authority. Then, the researcher elaborated students' motivation into four categories which are based on Keller's theory. They are attention, relevance, confidence, and satisfaction. Referring to those categories, the researcher found that teaching styles of the teachers affected students' motivation.

From those theories, teaching style is an important role on motivation, students' achievement and students' students' engagement in the classroom. The previous studies did not

19 Masaada., Baso Jabu., Murni Mahmud. The Analysis of English Teacher's Tecahing Style and Their Effects on Students Motivation at SMAN 2 Majene (State University of

Makassar, Indonesia, 2016),

<sup>&</sup>lt;sup>18</sup> Hanaa Esmail Sabra. Et all .Relation between Students' Perception of Teaching Styles and Students' Academic Engagement in South Valle.y and Assiut Universities. (Egyptian Journal of Health Care, 2018 EJHC Vol.9 No.1, 2008),

investigate the students engagement in academic term, but students engagement in general. Some of the studies did not use types of teaching style from Grasha, while this research used types of teaching style by Grasha. The previous studies suggest that the teachers should provide positive teaching and learning environment to engage the students in the classroom because it can contribute to the better achievement.

Teaching style is a concept that has been learned by only a few authors.<sup>20</sup> Therefore, this study is needed to determine the correlation between English teacher's teaching style and students' academic engagement and to find out type of English teacher's teaching style that has strong correlation with students' academic engagement. In this research, there are five dimension of teaching style namely expert style, formal authority, personal, elegator and facilitator.

### **B.** Research Questions

Based on the background of the research, the research questions can be formulated as follows.

- 1. What is the correlation between English teacher's teaching style and students' academic engagement?
- 2. What is the type of English teacher's teaching style that has strong correlation with students' academic engagement?

# C. Objective of the Research

Related to the research questions, the objective of the research are:

- 1. to determine the correlation between English teacher's teaching style and students' academic engagement,
- 2. to find out the type of English teacher's teaching style which has strong correlation with students' academic engagement.

# D. Hypothesis

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In hyphotheses, there are two probabilities. The first hyphotesis is  $H_0$ : r=0 which is meant to be having null correlation. It means that there is no correlation between two variables concerned. The second hyphotesis is  $H_a$ :  $r\neq 0$  which is meant to be having correlation. It means that there is correlation between two variables studied in this research, whether it has positive or negative

<sup>&</sup>lt;sup>20</sup> Bowen, T., & Marks, J. Inside teaching. (Oxford: Macmillan Heinemann, 1994)

correlation. The hyphotheses of the research can be explained in this statements below.

H<sub>0</sub>: There is no correlation between English teacher's teaching style and students' academic engagement.

H<sub>a</sub>: There is correlation between English teacher's teaching style and students' academic engagement.

### E. Significance of the Research

The result of this research hopefully usefull in the field of English education. The significances of this research are.

- 1. For students, the finding of the research will hopefully contribute to improve their engagement in the classroom.
- For English teachers, they can use types of teaching style which appropriate in teaching learning proces to engage the students in the classroom.
- 3. The readers know the types of teacher's teaching style and students' academic engagement.

### F. Scope and Limitation of the Research

The scope area of the research is focuses on the English teacher's teaching style by Grasha and students' academic engagement. The teaching style itself focuses on the pattern of teachers' teaching behaviour, such as the ways of presenting information, organizing discussion, lesson planning, and ways of facilitating learning activities. Meanwhile, students' academic engagement emphasized on students' tendency for participating in class activities, such as following teacher's directions, following norms in the classroom, attending class, effort for master and completing tasks. This rsearch also focus to find out type of English teacher's teaching style that has strong correlation with students' academic engagement.

The limitation of the research is the researcher only takes the students in vocational high school in XI grades as the participants. The researcher only focus on types of teaching style by Grasha. They are the expert style, formal authority style, personal style, delegator style and facilitator style.

### G. Definition of Key Terms

The following terminologies are used to contribute the readers to have the same interpretation in understanding the research.

### 1. Teaching Style

Based on Peacock, teaching style is the way English teacher teaches naturally, habitual, tendencies or even a habits that are used to convey information on English material and skills in SMK Sepuluh Nopember Sidoarjo.<sup>21</sup>

### 2. Students Engagement

According to Skinner, Kinderman and Furrer students engagement is the qualities of students participation or connection with schooling endeavour and hence with activities, values, people, goals and place that comprise it.<sup>22</sup> In this research, students engagement is students complicity and participation in the school and class activities such as give an opinion in the classroom, active in the school activities and join the English extracurricular.

### 3. Students' Academic Engagement

According to Newman, Wehlage and Lamborn, students' academic engagement is psychological effort and investment of students in learning, mastering and understanding skills, knowledge that school itended to promote.<sup>23</sup> In this research, students academic engagement is the involvement of students in learning process such as effort for master and understanding skill, students' participation in class activities and gain a knowledge in the classroom.

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<sup>&</sup>lt;sup>21</sup> Peacock, M. *Match or Mismatch? Learning style and teacghing style in EFL*. (Internation Journal Apllied Linguistics, 2001), 6

<sup>&</sup>lt;sup>22</sup> Skinner, E. A., Kindermann, T. A., & Furrer, C. J. A. Motivational Perspective on Engagement and Disaffection: Conceptualization and Assessment of Children's Behavioral and Emotional Participation in Academic Activities in the Classroom. (Educational and Psychological Measurement, 2009), 493-525.

<sup>&</sup>lt;sup>23</sup> Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. *The significance and sources of student engagement*. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools*. (New York: Teachers College Press, 1992), 11-39

### CHAPTER II REVIEW OF RELATED LITERATURE

This chapter give detail explanation of the theories which support this research. Its include review of related literature and some previous studies that relate to the topic. The theories that relate in this research are including definition of teacher's teaching style, types of teaching style, definition of students' academic engagement, dimension of students' academic engagement and the relationship between teacher's teaching style and students' academic engagement.

### A. Review of Related Literature

## 1. Definition of Teacher's Teaching Style

Teacher's teaching style is one of the most efficacious features when language learning and teaching are considered. Different researcher use different definition to define teaching style. According to Grasha teaching stlyle represent the scheme of beliefs, needs and behavior shown by the teachers in the classroom<sup>24</sup> Teaching style involves a complex blend of trust, attitude, strategy, technique, motivation, personality and control.<sup>25</sup> The teachers' teaching style can be seen when they conduct the teaching and learning process. Teaching style is determined by the personal qualities and attitudes. Qualities means the teacher can promote positive behaviors and change the classroom while attitudes means the teacher's performance, plans and prepare all the things in teaching process in a good way. Teacher's attitudes can influence a student's performance positively or negatively. For instance, negative attitudes towards teacher's teaching style will result in negative performance of students. Thus, qualities and attitudes determine teaching style because those as a media that the teacher's have been use for transferring information to the students.

Gregorc arguing that teacher's teaching style is their personal behavior and the media that they have used for

<sup>&</sup>lt;sup>24</sup> Anthony, F.G. Teaching with style: A practical guide to enhance learning by understanding learning an teaching styl. Collage Teaching, 2002), 8

<sup>&</sup>lt;sup>25</sup> Grasha, A. F. Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. (College Teaching, 1996), 1-12.

transferring data and information to students.<sup>26</sup> Furthermore, Peacock stated that teaching style was used by the teachers most depend on teacher's ethnicity.<sup>27</sup> In addition, it was found that the objectives and design of the courses, norms of learning institutions and research results are the other elements that influence teaching styles. Felder and Henriques studies suggest that teaching style which parallels with the learning styles of students will be able to improve learning, attitudes, behavior and motivation.<sup>28</sup>

### 2. Types of Teaching Style

Onstein and Miller had categorized two kinds of teaching style. <sup>29</sup> They are expressive and instrumental. Expressive is an affective connection applied by the teacher to the pupils or class as a whole including symphaty, believe, authority and so on. Expressive style serves to control students, manage class activities as well as negative or positive feeling and related to students' confidence in teaching. Meanwhile, instrumental refers to how the teachers carry out tasks to help the students, lesson planning, setting the classroom standard, and ensure that the students achieve the standard set. This model reflect emotional engagement while instrumental involve students' behavior.

In addition, teaching style are also classified by Kralinger and Huberty. 30 They classified teaching style into three models. They are humanis, behaviorsm and cognitivism. Humanism encourage students to share their experience, opinions and the teacher will act as a facilitator in the classroom. The style of behavioral shapes the desired behavior through appeciation. This style is appropriate for pragmatic and activist students.

<sup>&</sup>lt;sup>26</sup> Gregorc, A. F. *Learning/teaching styles: Potent forces behind them.* (Educational Leadership. 1979), 234-236.

<sup>&</sup>lt;sup>27</sup> Peacock, M. *Match or mismatch? Learning style and teaching style in EFL*. (International Journal of Applied Linguistics, 2001), 1-20.

<sup>&</sup>lt;sup>28</sup> Felder, R. M., & Henriques, E. R. Learning and teaching styles in foreign and second language

education. Foreign Language Annals, 28 (1), 21 -31.1995

<sup>&</sup>lt;sup>29</sup> Onstein, A.C., & Miller, H. C. *Looking into teaching: an introduction to American education.* (Boston: Houghton, 1980).

<sup>&</sup>lt;sup>30</sup> Kramlinger & Huberty. Behaviorsm vs humanis. (Training and Development Jurnal, 1990), 1-45

Cognitism aims to present the information logically and resemble a traditional academic approach.

Doherty has ten models of teaching style.<sup>31</sup> First, drill is the students carrying out the tasks given by the teachers. Second, reciprocal is the students do the assignment in pairs. Third, check your self define as a students' check their own performance. Fourth, inclusion is students evaluate their own work and teachers plan the lesson. Fifth, guided exploration is students solve the problems according to a set of guideline given with the help of assistant teacher. Sixth, divergent is the students solve the problems with the help of teachers. Seventh, individual style is both teacher and students make decision, but the teacher make decision in content and the students in planning. Eight, student initiative style is the teacher as an advisor students plan their own program. Nineth, order is a teacher will make all decision in teaching learning process. Last, self instructional style is the pupils are obligate in the lesson.

Even there are so many types of teaching style. This research addresse the teaching style by Grasha. Grasha had different five of teaching style namely personal, expert, facilitator, formal authority and delegator. Grasha emphasized those teaching style were grouped into four clusters. The first cluster are expert and formal authority. The second cluster are personal, expert and formal authority. The third cluster are facilitator, personal and expert, while fourth cluster are delegator, facilitator and expert.

Expert style is the processes knowledge and expertise needed by the students. The teacher who has this style is always strive to maintain status as an expert among the students by displaying detail knowledge and by challenging students to improve their competencies. The teacher is concerned with transmitting information and ensure that students are well prepared.

Formal authority style is teacher centered. Teachers are responsible for providing and controlling the flow of content.

<sup>&</sup>lt;sup>31</sup> Doherty. Teaching style in physical education and Mosston's spectrum. (Sports Media, 2003

They assumed that this type maintains status among some students simply. Teaching must be done in standard, accurate and accepted by students which includes the teaching goal which set by the school and students' behavior rules enshrined in school law. The teacher is concerned with giving positive and negative feedback, establishing learning goals, expectations and rules of conduct for students. In this style most of teachers use structured teaching.

In personal style, the teaching and learning process should be done using personal example and the teacher teach by example. This type also teacher centered. The teachers showed the skills that students are expected to learn. They believes in 'teaching by personal example' establishes a prototype for how to behave and think. The teachers inclined to adviser and direct the pupils to notice and follow the method by showing how to do things, encouraging students to observe and then follow the teacher's approach. A study found if the teacher use facilitator and delegator teaching style the students will actice in the class. <sup>32</sup>

Facilitator style emphasized teacher interaction with students. This style is a student centered approach. In this style, the students responsible to gain the goals for various tasks and the teacher as a facilitator in the classroom. They teacher give direction to the students by asks some questions, give an opinion to explore, give recommendation for appropriate criteria in developing the selection of learning. This style emphasized independent but in collaborative learning. The teachers design group activities to make the students active in the classroom. Moreover the teacher require the students to work as a group and use problem solving. With this style teacher teach use projects by providing guidance and support.

Delegator is also a student centered approach. It concern in developing students' ability to learn independently. Students are encouraged to do assignments independently when implementing a project or as part of autonomous teams. The pupils accepted the main information from the teacher. The

<sup>&</sup>lt;sup>32</sup> Adesoji. Managing students attitudes toward science trough problem solving strategy. (Antropologist, 2008), 23.

delegator style often gives students a choice in designing and implementing their own complex learning projects while the teacher acts in a consultative role.

# 3. Definition of Students' Academic Engagement

There are many definitions about students' academic engagement. Audas and Willis said that academic engagement is a students participates relate academic activities to achieve the goals of studying.<sup>33</sup> On the other hand, Skinner, Kindermann and Furrer claimed that academic engagement is the quality of students' participation with the school and hence activities, values, sociesty, goals and place that comprise it.<sup>34</sup> Furthemore, Kuh stated that students academic engagement is energy and time students devote to educational activities even in outside and inside the classroom, practices and policies that educational institutions use to encourage the students to participate in these activitie.<sup>35</sup>

### 4. Dimension of Students' Academic Engagement

In a comprihensive review of engagement literature, Fredricks et al construct that there are three dimension of students engagement. Those are behavioral, cognitive and emotional. There are three ways commonly used in defining behavioral engagement. The first involves positive bahavior such as adhering to class norms, follow rules and refrain from engaging in disturbing behaviors like trobles or skipping school. The second is related to participation in learning, academic relate tasks and involving behavior such as the participation of discussion, asking questions, paying attention, concertrating, showing perseverance and make an effort. Therefore behavioral engagement can be directly observed in

 $^{\rm 33}$  Audas & Willms. Engagement and Dropping out of school: A life course. (Human Reseource development Canada, 2002)

<sup>34</sup> Skinner, E. A., Kindermann, T. A., & Furrer, C. J. A Motivational Perspective on Engagement and Disaffection: Conceptualization and Assessment of Children's Behavioral and Emotional Participation in Academic Activities in the Classroom. (Educational and Psychological Measurement, 2009) 493-525.

<sup>35</sup> Kuh, G. D. What We're Learning About Student Engagement From NSSE: Benchmarks for Effective Educational Practices. Change: (The Magazine of Higher Learning, 2003), 24-32.

<sup>36</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. School Engagement: Potential of the Concept, State of the Evidence. (Review of Educational Research, 2004), 59-109.

the dimension of engagement and the prominent indicastors of this dimension include truancy, school preparation, attendance, participation in curricular and extracurricular assignments and disciplinary refferals.<sup>37</sup>

Cognitive engagement is the students participations in learning and involves aspects such as willingness and thoughtfulness to expend the effort needed to undesrtand and master difficult tasks, the use of appropriate learning strategies, challenges preferences and self-regulation. Indicator of cognitive engagement including asking questions to clarify ideas, perseverance in difficult activities, flexibility in problem solving, use appropriate learning strategies, students able to learn independently and use self-regulation to support learning.<sup>38</sup>

Emotional engagement has been identified as motivational engagement, psychologycal engagament and affective engagament.<sup>39</sup> However, all these terms refer to the same features of emotional engagement which describe students' positive and negative emotioanl reaction toward teachers, classmates, academic work, and school in general.<sup>40</sup> It includes indicators of the presence of interest and happiness, lack of boredom, anxiety and sadness. Furthermore, students who demonstrate emotioanal engagement have a sense of identification and become apart of school, value school results and feel as if they are supported by their peers and teacher.

5. The Correlation between Teacher's Teaching Style and Students' Academic Engagement

Researchers who study teaching style prefer to produce their own indicators to identify the variety of teaching styles. Teaching style refers to a teacher's persuasive qualities that

<sup>38</sup> Finn. & Zimer. Students engagement. hat is it? why does it atter? Handbook of research on students engagement. (Springer. 2012), 97-13.

<sup>&</sup>lt;sup>37</sup> Appleton, J. J., Christenson, S. L., & Furlong, M. J. *Student engagement with school: Critical conceptual and methodological issues of the construct.* (Psychology in the Schools, 2008), 369-386.

<sup>&</sup>lt;sup>39</sup> Linnenbrink, E. A., & Pintrich, P. R. *The role of self-efficacy beliefs in student engagement and learning in the classroom.* (Reading & Writing Quarterly: Overcoming Learning Difficulties, 2003), 119-137.

<sup>&</sup>lt;sup>40</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. *School Engagement: Potential of the Concept, State of the Evidence*. (Review of Educational Research, 2004), 59-109.

persist even the condition may change. There were studies done to identify the association between teaching style with students achivement such as the study by Zin and Aitkin and Zuzovsky and there is also a study that connects their teaching with students cognitive style.41

The OECD Program for International Student Assessment found that there is a relationship between students' engagement and teacher's teaching style. The study found that the culture of a school can affect student participation and academic achievement. Culture which the school includes a dedicated group of teachers, effective discipline and a healthy learning environment. The study also found that students who felt he as accepted at the school will affect students participation in class or a school. The study also found that attitude and behavior are two important factors that can influence the students in academic engagement. Students' attitude include attendance, complete the tasks assigned by the teacher, pay attention when teacher teaches, involve in activities organized by the school and etc.

### В. Review of Previous Studies

There are several studies that have related topics with this research were conducted by other researchers. Therefore, the researcher mentions the previous studies below in order to give gap and differentiation among upcoming research.

The first research is a research that is written by Aisha M. Alhussain entitled Identifying Teaching Style: The Case of Saudi Collage English Language and Literature Teachers discuss about investigating the English instructors' teaching styles and find out the correlation between teaching styles and a number of factors, such as age, years of experience specialty, and student level.<sup>42</sup> This research used teaching style by Mohanna. They are all round flexible and adaptable teacher, sensitive student-centered teacher, official formal curriculum teacher, straight facts, no-nonsense teacher, big conference teacher and one-off teacher. The result of this research showed that literature teachers prefer the all round

<sup>42</sup> Aisha M. Alhussain. Identifying Teaching Style: The Case of Saudi Collage English

<sup>&</sup>lt;sup>41</sup> Evans, C. Exploring the relationship between cognitive style and teaching style. Educational Psychology, 24(4), 2004), 509-530.

Language and Literature Teachers. (Canadian Center of Science and Education. 2015)

flexible style, the mixed style, the official curriculum and big conference styles successively, whereas linguistics teachers prefer the mixed style, the all-round flexible style straight facts styles, and the student-centered and big conference styles consecutively. The second result showed that there is correlation between teaching styles and a number of factors, such as age, years of experience, specialty, and student level.

The second research was written by Hanaa Esmail Sabra, et all entitled *Relation between Students' Perception of Teaching style and students Academic Engagement in South Valley and Assiut Universities.* This research discuss about e the relationship between students' perceptions of teaching styles and students' academic engagement in South Valley and Assiut Universities. Descriptive correlational research design was used. The result showed that there were highly positive statistically significant relationship between lectures' teaching style and students' academic engagement in pediatric nursing department in Assiut and South Valley Universities and in obstetrics and gynecological nursing department in South Valley University.

The third research entitled *The relationship between teaching style and personality type of Iranian EFL* teachers written by Ramin Akbari investigate the relationship between personality type of teachers and teaching styles in TEFL Iranian adult context.<sup>44</sup> The data showed that there was relationship between students perceptions of their teachers' success or failure based on teachers' personality types.

The differences among these studies are the purpose, subject, teaching style and the methodology. In those research the subject were students in collage while in this research the subject was students in Vocational High School in XI grades. This study focus on the correlation between English teacher's teaching style and students academic engagement. Moreover, this study focus on teaching style that has strong correlation with students' academic engagement. The teaching style that use in this research also

<sup>44</sup> Akbari R., Mir Hasani A., Bahri H. *The relationship between teaching style and personality type of Iranian EFL*.(Tarbiat Moares University, Vol.8 No.1, 2005)

<sup>&</sup>lt;sup>43</sup> Hanaa Esmail Sabra. Et all .*Relation between Students' Perception of Teaching Styles and Students' Academic Engagement in South Valle.y and Assiut Universities.* (Egyptian Journal of Health Care, 2018 EJHC Vol.9 No.1, 2008).

teaching style by Grasha, those are expert style, formal authority, personal, delegator and facilitator. The research design that implemented in this research is quantitative correlational research

The fourth research is The relationship between students' learning styles and teachers' teaching styles to students' achievement, a research by Ma. Rosa S. Caraballe determine the relationship between students' learning styles and teachers' teaching styles to students' achievement. 45 Moreover the aims of this research were to describe the preffered leraning style of the students, preffered teaching style of the students and the achievement level of students. This research was descriptive study utilizing a One-Shot Survey Questionnaire Method. The teaching style that used in the research was teaching style by Grasha. The result found that the majority of fourth year students preferred to learn using auditory while the fourth year teachers preffered to teach used facilitator style. The achievement level of the student respondents was good during the specified quarters of the academic year. The data also showed that there was no significant relationship between the learning style of students and their academic achievement.

The fifth research was done by Massaada, et all entitled The analysis of english teachers' teaching styles and their effects on students' motivation at sma negeri 2 Majene discuss about the teaching styles that are applied by the English teachers at SMA Negeri 2 Majene and the effects of the English teachers' teaching styles on the students' motivation at SMA Negeri 2 Majene. The research design used in this research was qualitative approach. The result showed that the teachers used four types of teaching style. They ere expert, formal authority, personal and facilitator. The doinant that used in that study were expert, personal model, an formal authority. Then, the researcher elaborated students' motivation into four categories which are based on Keller's theory.

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<sup>&</sup>lt;sup>45</sup> Ma. Rosa S. Caraballe. *The relationship between students' learning styles and teachers' teaching styles to students' achievement.* (Faculty of Collage of Education, Carlos Hilado Memorial State Collage, Talisay City, Negras Occidental, Phipipines, 2014).

<sup>&</sup>lt;sup>46</sup> Masaada., Baso Jabu., Murni Mahmud. *TheAnalysis of English Teacher's Tecahing Style and Their Effects on Students Motivation at SMAN 2 Majene* (State University of Makassar, Indonesia, 2016),

They are attention, relevance, confidence, and satisfaction. Referring to those categories, the researcher found that teaching styles of the teachers affected students' motivation.

The differences among these studies are the aims, subject, and the methodology. This research used quantitative correlational research to examine the correlation between English teacher's teaching style and students' academic engament. The subject of this study also students in Vocational High School in XI grades.

The last research was done by Lee Mei, entitled *Teaching Style, Learning Style and the ESP Classroom.*<sup>47</sup> The research examined the learning styles preference of enginering students and the teaching styles preferences of their technical communication lecturers. The study also looked at whether the students' learning styles preferences were influenced by their field of study, gender and ethnic backgrounds. The findings illustrate that the dominant preferred teaching style was the facilitator teaching style as it was preffered by five of the lecturers.

The differences among these studies are the purpose, subject, and the methodology. This study focus on the correlation between English teacher's teaching style and students' academic engagement. Moreover, this study focus on teaching style that has strong correlation with students' academic engagement. The subject of this study was students in vocational high school and this reserach used quantitative study.

To conclude, this research is different from previous studies. In this research the researcher was to determine the correlation between English teacher teaching style and students' academic engagement. The teaching style that use in this research was teaching style by Grasha. Then, this research use quantitative correlational method. Moreover the researcher focus on teaching style that has strong correlation with students' academic engagement.

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<sup>&</sup>lt;sup>47</sup> Lee Mei. *Teaching Style, Learning Style and the ESP Classroom*. (Department of languages, Center of languages and human development University Technical Malaysia Melaka, 2017).

### CHAPTER III RESEARCH METHOD

This chapter give a detail explanation the component of research method. The components are research design, population and sample, research instrument, data collection teachnique and data analysis technique.

### A. Research Design

The reasearch design implemented in this research is quantitative study with the type of correlational research. The purpose of correlation research is to examine the relationship between independent variable and dependent variable. The researcher used correlational research because the first question was to predict the performance score and explain the correlation of variables while the second question was to find out type of English teacher's teaching style that has strong correlation with students' academic engagement.

# B. Population and Sample

This study conducted at SMK Sepuluh Nopember Sidoarjo on the second semester of academic year 2018/2019. SMK Sepuluh Nopember Sidoarjo located on Jl. Raya Siwalanpanji No.88, Bedrek Siwalanpanji, Buduran, Sidoarjo.

### 1. Population

A population is a group of individual units with some commonality. Those group consist of individual which have same characteristic. Thus, the population of the subjects are 460 students of XI grades in SMK Sepuluh Nopember Sidoarjo. The following are the population of each class in SMK Sepuluh Nopember Sidoarjo.

Table 3.1: Population in SMK Sepuluh Nopember Sidoarjo

No.	Classes	The Number of
		Students
1	XI TLM	26
2	XI ASKEP 1	36
3	XI ASKEP 2	36
4	XI ASKEP 3	36
5	XI ASKEP 4	35
6	XI FKK 1	35
7	XI FKK 2	34
8	XI FKK 3	34
9	XI FKK 4	34
10	XI FI	36
11	XI PBS	29
12	XI OTKP 1	42
13	XI OTKP 2	42
	Total	460

### 2. Sample

Sample is a smaller collection of units from a population used to determine truths about that population. According to Uma Sekaran in research method for business 4th edition, Roscoe proposed the rules of thumb for determining sample size where sample size larger than 30 and less than 500 are appropriate for research.<sup>48</sup>

In deciding the sample, the researcher used simple random sampling. Simple random sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be chosen as a sample member. <sup>49</sup> With this technique, the choice of individuals to become members of the sample is really based on the chance factor, in the sense of having the same opportunity, not because of the subjective consideration of the researcher. According to Hadi in simple random sampling there are three ways that are use namely

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<sup>&</sup>lt;sup>48</sup> Sugiyono. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D). (Bandung: Alfabeta, 2013).

<sup>&</sup>lt;sup>49</sup> Sugiyono. Statistika Untuk Penelitian. (Bandung: Alfabeta, 2012)

ordinal, randomize and lottery.<sup>50</sup> In this research, the method used by the researcher was ordinal sampling method by taking students who are in an odd number based on the attendance list of students in each class XI.

Isaac and Michael in Sugiyono, developed a table for determining the number of samples from a population that is known for the number of errors of 1%, 5% and 10%. It means that the greater the level of error rate, the fewer samples needed and conversely the lower the level of error rate, the more sample needed. In choosing the size of the level of error rate depends on the adequacy of energy, time and costs that the researcher has. In this research the researcher used error rate of 10%. Based on Isaac and Michael's table with a population of 460 and an error rate of 10%, the number of samples to be used is 172 students.

Table 3.2: Detail of the Subjects

No.	Classes	The Number of
		Sample
1	XI TLM	10
2	XI ASKEP 1	14
3	XI ASKEP 2	14
4	XI ASKEP 3	14
5	XI ASKEP 4	12
6	XI FKK 1	12
7	XI FKK 2	12
8	XI FKK 3	12
9	XI FKK 4	12
10	XI FI	14
11	XI PBS	10
12	XI OTKP 1	18
13	XI OTKP 2	18
	Total	172

The subjects of this research were 172 students in XI grade at SMK Sepuluh Nopember Sidoarjo. The following is the

<sup>&</sup>lt;sup>50</sup> Hadi, S. *Metodologi Research Jilid 2*. (Yogyakarta: Andi Offset. 2000)

general description based on demographic data, namely gender and age.

# a. Subjects Percentage Based on Gender

Based on gender of the research subject are grouped into two namely male and female. The description of the distribution of subjects as seen in the following table.

Table 3.3: Subjects based on Gender Percentage

No.	Gender	Total	Percentage
			(%)
1	Male	11	6,3
2	Female	161	93,7
	Total	172	100

Table 3.3 explained on the gender of 172 students at SMK Sepuluh Nopember Sidoarjo. The percentage of subjects with male gender is 6,3 % and female is 93,7 %. These results indicated that the majority of respondents came from female students.

# b. Subjects Percentage Based on Age

Based on age of the research subjects, the researcher obtained a subjects with an age range from 16 years to 18 years and categorized as follows.

Table 3.4: Subjects Percentage Based on Age

No	Age	Total	Percentage (%)
1	16 years old	26	15,1
2	17 years old	130	75,6
3	18 years old	16	9,3
	Total	172	100

Table 3.4 explained that based on the age of 172 students at SMK Sepuluh Nopember Sidoarjo, the percentage of subject 16 years was 15,1%, 17 years was 75,6% and 18 years was 9,3%. These result indicated the average students is 17 years old.

#### C. Research Instrument

To answer research question 1 and 2, the researcher used questionnaire to answer the questions. Questionnaire is a set of standard questions for gathering related information from a group of individual. The questionnaire is structured questionnaire to measure the independent variable which is English teacher's teaching style and dependent variable of students' academic engagement. This questionnaire was done by the students in XI graders.

Since the subjects are *Indonesia*, the questionnaire was transleted in *Bahasa Indonesia* before administering the questionnaire to avoid misunderstanding to the students. The questionnaire excludes doubtful answer with following considerations:<sup>51</sup>

- a. Doubtful category has a double meaning that can be interprete as not yet able to provide neutral answer.
- b. Doubtful alternative answer cause central tendency affect.
- c. The answer in the middle will reduce the amount of information that can be obtained from the respondent.

In the questionnaire there are two scale namely scale of teaching style and scale of students' academic engagament. For the scale of teaching style, the researcher adopted from Grasha.<sup>52</sup> Meanwhile, the scale students academic engagement the researcher adopted from Abdull.<sup>53</sup> The detail instrument of each scale are described below.

1. Scale of Teacher's Teaching Style

On a teacher's teaching style scale, the researcher used the scale from Grasha. They are expert style, formal authority style, delegator style, personal style and facilitator style. The questionnaire consists of 40 items and all the statement is favourable statement. Favourable statement is a statement that support object which is measured. From the scale of teacher's teaching style the researcher has modified the scale. It because the researcher wants to adjust the scale with the participants and the content that wants to measure such as language, change indicators and statements are adjust to the phenomenon of this research.

<sup>&</sup>lt;sup>51</sup> Hadi, S. *Metodologi Research Jilid* 2. (Yogyakarta: Andi Offset. 2002)

<sup>&</sup>lt;sup>52</sup> Grasha, A. F. Teaching with style: A practical guide to enhance learning by understanding learning and teaching style. College Teaching, 1996.

<sup>&</sup>lt;sup>53</sup> Abdul. The relationship between lectures' teaching style and students' academic engagement. 2015, 15

In this research the researcher modified the scale such as in the statement by Grasha "Students might describe the teacher as a "coach" who works closely with someone to correct problems in how they think and behave" the researcher changes the statement shorter to be "the students describe the teacher as coach", "The teacher spend time consulting with students on how to improve their work on individual and/or group projects" the researcher changes the statement to be "I can consult with the teacher about the assignment". Then, "the teacher typically show students how and what to do in order to master course content" changes to be "the teacher shows to me what they have do to in understanding a topic" and the statement "What the teacher say and do models appropriate ways for students to think about issues in the content" the researcher modified the statement become "I imitate whatever the teacher does in the classroom". From the instrument, the researcher did not add more items and use similar dimension by Grasha. The following is the result of modification based on teacher's teaching style scale by Grasha.

Table 3.5: The Result of Modification Based on Teacher's Teaching

No	Dimension	Behaviour Indicator	The item numbers	Total
1.	Expert	The teacher have expertise	6, 26, 31	8
		The teaching process is in detail and depth	1, 21, 36	
		The teaching process is well prepared	11, 16	
2.	Formal authority	The teacher give feedback	7, 37	8
		The teaching is structured	2, 12, 17, 22, 27, 32	•
3.	Personal	The teacher always give	3, 28	8

	example		
	The teacher act as prototype	13, 23, 38	
	The teacher as model	8, 18, 33	
4. Facilitator	The teacher guide the students	4, 9, 19, 24,34, 39	8
	The teacher use collaborative learning	14, 29	
5. Delegator	The students learn autonomously	10, 15, 20, 25, 40	8
	The students carry out tasks independently	5, 30, 35	
	Total		40

The teaching style questionnaire has four alternative options on each item based on likert scale, namely Very Often (VO), Often (O), Seldom (S) and Never (N). Below is the detail explanation of four alternative options.

Table 3.6: The Alternative Answer of English Teacher's Teaching
Style Scale

	· ·
Answer choice	Favourable
VO (Very Often)	4
O (Often)	3
S (Seldom)	2
N (Never)	1

Based on table 3.6 VO (Very Often) statement has 4 score, O (Often) has 3 score, S (Seldom) has 2 score and N (Never) has 1 score.

## 2. Scale of Students' Academic Engagement.

On a students academic engagement scale, the researcher used the scale from National Survey on Students Engagement which conducted by Abdull Sukur Koohari.<sup>54</sup> The dimension of students' academic engagement is basad on theory of Fredricks et al namely behavioural engagement, emotional engagement and cognitive engagement. In this scale there are 31 statements and all the statement was favourable.

In this research the researcher modified the language and the sentences of the statement because the researcher wants to adjust the scale with the participants and the content that wants to measure such as language, change indicators and statements are adjust to the phenomenon of this research. The example of the modification were "I, along with the students, we do our homework after school hours", the researcher changes the language of the statement to make the subjects easier to understand the statement. The statement change to be "I working on assignments after school hour with other friends". Then, the statement "I always give my full attention to get the job done" changes to be "I give full attention in completing the task". The statement "I always completed the task within the stipulated time by the lecturer" become "I can complete the task according to the time given".

Based on the scale by Abdul, the researcher throw one item. The number of the items were number 31. The reason is the item has similar meaning with the other items. So, the researcher choose one of them. The item statement of "I'll try to get help from teacher when I'm in trouble" has same meaning with "I love to ask questions if I do not understand the teacher". Based on those statement the researcher changes to be those become one item "I will ask if I don't understand". The following is the result of modification scale from Abdul Sukur Koohari.

 $<sup>^{54}</sup>$  Abdul. The relationship between lectures' teaching style and students' academic engagement. 2015, 15

Table 3.7: The Result of Modification Scale from Abdul Sukur Koohari.

No	Dimension	Behaviour Indicator	The item numbers	Total
1.	Behavioural Engagement	Obey the rules in the class  Participate in the class	27, 30 1, 2,	6
		Descipline in doing assignments	8, 17	
2.	Emotional Engagement	Students' feeling in class (bored, angry, sa, satisfied, interested)	24	9
4	4	Have good relationship with the teacher	12, 20, 21, 22, 23, 26	
		Have good relationship with the other students	6, 11	
3.	Cognitive Engagement	Like challages in learning  Able to overcome the failure	4, 9, 13,	15
		Really earnest in understanding the material	3, 10, 15, 18, 29	
		The students confident in their learning	5, 7, 14, 16, 25	
		Total		30

On students' academic engagement questionnaire used four alternative answers on each item. They are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Below is the detail explanation of four alternative options.

Table 3.8: The Alternative Answer of Students' Academic

Engagement Scale			
Answer choice	Favourable		
SS (Strongly Agree)	4		
A (Agree)	3		
D (Disagree)	2		
SD (Strongly Disagree)	1		

Based on table 3.8 SS (Strongly Agree) statement has 4 score, A (Agree) has 3 score, D (Disagree) has 2 score and SD (Strongly Disagree) has 1 score.

## 3. Validity

The validity of instrument was conducted to mesure whether the instrument is capable to collect the data or not. Because the scale of teacher's teaching style and students academic engagement are modified, expert judgment is needed. The expert judgement in this research was one people and he is the supervisor. Based on the result of expert judgement the items that are used were good but the language and the sentences should be more refined to make the participants easy to answer. For example the statement "facts, concepts, and principles are the most important things that students should acquire", the validator said that the statement was difficult to understand. He said that facts, concepts and principle have general meaning and it make the subjects confuse in answering the statement. Then, the statement "what the teacher say and do models appropriate ways for students to think about issues in the content", the validator suggest to make the statement more clear. In words model and issues in the content are not appropriate in the statement. It should be changes with the other words. Meanwhile, "the teacher spend time consulting with students on how to improve their work on individual and/or group projects", "the teacher guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things", "the teacher's expectations for what I want students to do in this class are clearly defined in the syllabus" and the statement "students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave", should be shorter. The expert judgement said that the satement too long and sometimes will make the subjects lazy to read and answer the statements. For the statement "The teacher's approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates" and "students design one of more self-directed learning experiences" are difficult statement to understand. The expert judgement said to changes the statement with other sentences which has same meaning.

Expert judgement was done, the scale is tested in different school but has the same characteristics. The validity test was conducted in 74 students in XI grades at SMK Nahdatul Ulama Sidoarjo. Based on Azwar the standard coefficient validity minimum is > 0.30 but this standard can be reduced to > 0.25 if the items is not fulfilled. In this case, the researcher used standard coefficient minimum > 0.30. The items that have a coefficient <0.30 should be deleted to make the instrument becomes valid.

Based on the validity that is done, In English teaching style's questionnaire the researcher got 31 items valid from 40 items of the questionnaire. The number of valid items which has > 0.30 coefficient are 1, 2, 3, 4, 6, 7, 8, 11, 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39 and 40. The number of invalid items which has < 0.30 are 5, 9, 10, 21, 33, 34, and 35.

In student' academic engagement the researcher got 24 items valid from 30 items of the questionnaire. The number of valid items which has > 0.30 coefficient are 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30. The number of invalid items which has <math>< 0.30 are 5, 6, 13, 14, 16, and <math>20.

The invalid items of the instrument could happen because of some factors. According to Retno, there are several things that affect the validity of the instrument.<sup>55</sup> First, the internal factor of the test itself. For example the instruction is unclear, the terms, words and sentences arrangement in items (statements) are too difficult, the level difficulty of the items do not meet the requirements, poor arrangement of the items, blur in statements that cause misinterpretations and how to arrange test items is not coherence.

Second, factors in students response such as the subjects have experience eotional in answering the items and the subjects tend to guess in answering the statement. Third, factor in administering the questionnaire. For example, the subjects have lack of time or in hurry in answering the questionnaire and disruption of the surrounding situation during answering the questionnaire. Last, age, gender, ability level, educational and cultural background are also the factors that affecting validity.

#### 4. Reliability

Reliability refers to the reliability or consistency of the measurement results which means how high the accuary of measurement. Reliability is important because it measures consistency, precision, repeatability, and trustworthiness of a research. Reliability testing in this research was carried out using the alpha cronbach reliability coefficient. The reliability coefficient (rxx) is in a range of number from 0 to 1,00. If the reliability coefficient is getting higher (close to 1,00) it means that the measurement size is more reliable. Conversely, if the reliability coefficient is getting lower (close to 0,00), the measurement is increasingly unreliable. In general, reliability has been considered satisfactory if the coefficient reaches a minimum of 0,900. Reliability testing is done by processing data in the SPSS program. Reliability test is done by looking at internal conditions based on cronbcah's alpha coefficient.

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<sup>&</sup>lt;sup>55</sup> Retno Sriningsih Satmoko. Proses belajar Mengajar II: Penilaian Hasil Belajar, Semarang IKIP Press, 1999)

<sup>&</sup>lt;sup>56</sup> Azwar, S. Reliabilitas dan Validitas. (Yogyakarta: Sigma Alpha. 1999), 23.

<sup>&</sup>lt;sup>57</sup> Chakrabartty. *Best split half and maximu reliability*. IOSR Journal of Research and ethod in Education. 2013), 3

<sup>&</sup>lt;sup>58</sup> Azwar, S. Reliabilitas dan Validitas. (Yogyakarta: Sigma Alpha. 1999), 25.

The result of the scale filling are processed with the SPSS program to find out its reliability through the Cronbach aplha coefficient. According to Pallant, the value of the reliability coefficient that is well is above 0,7.59 Reliability measurement indicators according to Sekaran which devide the level of reliability with the following criteria.

#### If alpha or r count:

0	0.000 - 0.200	: Very unreliable
a.	0,000 - 0,200	. Very unitenable
b.	0,210 - 0,400	: Not reliable
c.	0,410 - 0,600	: Pretty reliable
d.	0,610 - 0,800	: Reliable
e	0.810 - 1.000	· Very reliable

In this reasearch, the reliability which is used by Pallant, reliability considered good is above 0,7. Following is the reliability of English teacher's teaching style and students' academic engagement.

Table 3.9: The Result of Reliability Test

Tuble 6001 The Result of Remarking Test				
Variable		Nuber of		
	Cronbach's Alpha	Items		
English teacher's Teaching Style	,895	40		
Students' Academic Engagement	,855	30		

In table 3.9 explained that in the reliability test result of English teacher's teaching style variable, the reliability value is 0,895 then the reliability test result of students' academic engagement the reliability value is 0,855. It means that both of the variables are very reliable.

# D. Data Collection Technique

In collecting the data from research question 1 and 2, the researcher used questionnaire that has modified before which explain in research instrument part. First, the researcher checking the instrument of teacher's teaching style and students' academic engagement. The researcher did the validation of the instrument to

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<sup>&</sup>lt;sup>59</sup> Pallant, J. SPSS Survival Manual. New York: McGraw-Hill Education, 2013

the expert judgement and to the 74 students in SMK Nahdlatul Ulama Sidoarjo. After the researcher got the valid items which is analyse in SPSS, the researcher asked permission to the institution to distribute the questionnaire. After got the permission, the researcher distributed the instrument to the subjects. The subjects were 172 students at SMK Sepuluh Nopember Sidoarjo. Then, the researcher came to each classes and distribute the questionnaire. Before distributing the questionnaire, the researcher explained how to fill out the questionnaire. In the questionnaire, the researcher asks the participants to answer the statement by giving X mark in the appropriate column. After the subjects has finished answering the questionnaire, the researcher check the questionnaire whether there are some students who have not filled out the questionnaire yet. Then, the researcher analyse the data based on the answer of the subjects.

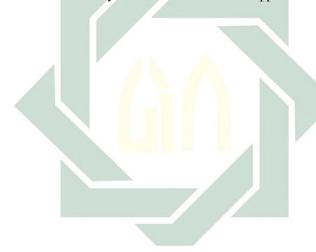
# E. Data Analysis Technique

After having the questionnaire from the students, the data were gathered. The data from quetionnaire will be analyze using product moment in SPPS to determine the correlation between English teacher's teaching style and students' academic engagement. It also to find out type of English teacher's teaching style which has high correlation with students' academic engagement.

Previously, the data was input into microsoft excel. The researcher input each answer based on the answer of the subjects. After that the researcher gives the score that has explained in instrument part according to the students' answer. For example, student A answer Very Often (VO) or *Sangat Sering* (SS) on item number 1 the researcher gives 4 score for the answer because VO has 4 score. In giving the score, the researcher did not give one by one but uses formula. After all items have score, the research totalled all items. Then, the researcher enters these result into SPSS and analyzes them using product moment to determine the correlation between English teacher's teaching style and students' academic engagement. There are some stages in analyzing the data used Pearson Product Moment in SPSS. The stages are discribed as follows.

1. Open the SPSS and click variable view. In this sheet in column name write teaching style in number one and students academic engagement in number two. Then, in column

- decimal changes become 0 and column measure changes become scale
- Click data view and input the data from microsoft excel based on the column name.
- 3. Click analyze → Correlate → Bivarete and the Bivarete Correlation dialog box will appear
- 4. Click teaching style variable (independent) in variable box and click students academic engagement variable (dependent) in variable box.
- 5. Click the pearson, two tailed checklist and the flag significance correlation
- 6. Click the okay button and the result will appear.



## CHAPTER IV FINDINGS AND DISCUSSION

To answer the research questions of this research, the researcher shows the finding and discussion in this chapter. The findings presents the result of the process of calculating from the data. The discussion presents description and interpretaion of the findings and relate to the theories.

#### A. Findings

As mentioned before in previous chapter, the researcher conducted the research used questionnaire. The questionnaire was given to 172 students who in the XI grade on the second semester in 2019/2020 academic year. Before the researcher did the research, the researcher did the validation of instrument to 72 students in SMK Plus Nahdlatul Ulama who in the XI grade and to the expert judgement. The data were collected on Friday, 24<sup>th</sup> of May 2019. Before analyse the data, the researcher did prerequisite test of Pearson Product Moment namely normality test and linearity test. The result of normality and linearity test described as follows.

## 1. Normality Test

The data normality test aims to determine the normal distribution of variable score if there is a deviation to the extent of the deviation. If the significance is > 0.05 it is said to be normally distributed while if the significance < 0.05 it is said to be abnormally distributed.

The data from the research variables in the normality test used SPSS namely One sample kolmogorov-Smirnov test. The data generated is as follows:

**Table 4.1: Normality Test Result** 

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		172
Normal	Mean	.0000000
Parameters <sup>a</sup>	Std. Deviation	9.03867262
Most	Absolute	.055

Extreme	Positive	.048
Differences	Negative	055
Kolmogorov-Smirnov Z		.724
Asymp. Sig. (2	2-tailed)	.672

From the table 4.1, it obtained significance value in the amount of 0.672 > 0.05. Because the significant of the scale is more than 0.05, it can be said that the data is normally distributed and fill the normality test.

## 2. Linearity Test

Linearity test used to determine whether variables teacher's style and students' academic engagement have a linear relationship. The rule that used to determine the linearity of the relationship between the dependent variable and independent variable is if the significance >0.05 the relationship is linear while if the significance < 0.05 the relationship is not linear.

Data from the research variables was tested for distribution linearity using the SPSS program. The result is as follow:

Table 4.2: Linearity Test Result

			F	Sig.
Teaching	Between Groups	(Combined)	1.782	.013
Style * Academic Engagment		Linearity	20.225	.000
		Deviation from Linearity	1.167	.270
	Within Groups			
	Total			

Based on table 4.2 the result of the linearity test between variables English teacher's teaching style and students' academic engagement showed significance level of 0.270 > 0.05 which means that the teacher's teaching style and students academic engagement have a linear relationship.

Based on the data prerequisite test conducted through the distribution normality test both the teacher's teaching style and students academic engagement variables are good and normal.

Likewise with the linearity test both the variables is linearly correlated. This shows that the to variables have terms that are analyzed using product moment correlation teachnique.

After normality and linearity test done, the researcher analyse the data used Pearson Product Moment in SPSS to find the findings. The findings of this research are described below.

## 3. Subjects Description and Reliability

a. Gender of the Research Subjects Based on Standard Deviation

Table 4.3: Data Standard Deviation Based on Gender

	Gender	N	Std.	Average
			Deviation	
Teacher's	Male	11	8,227	94,09
teaching Style	Female	161	9,653	94,18
Students'	Male	11	6,348	68,51
Academic Engagment	Female	161	6,234	72,51

Data description table 4.3 based on gender of the research subject, it can be seen that the number of data is 11 male subects and 161 female subjects. Furtherore, the highest average value of each variable can be seen that the highest average value for teacher's teaching style variable is in female respondents with a mean value of 94,18 and the highesr average value in the students academic engagement variable is in the respondents who female gender with a mean value of 72,51.

b. Age of the Research Subjects Based on Standard Deviation

Table 4.4: Data Standard Deviation Based on Age

	Age	Total	Std.	Average
			Deviation	
Teacher's teaching	16 years old	26	10,060	92,35
Style	17 years old	130	9,503	94,67
	18 years old	16	9,201	93,13
Students	16 years old	26	7,658	72,81
Academic Engagment	17 years old	130	6,221	71,95
	18 years old	16	4,619	73,50

Based on table 4.4 it can be seen that the amount of data from age, 26 subjects aged 16 years old, 130 subjects aged 17 years old and 16 subjects aged 18 years old. Furthermore, it can be known that the highest avergae value for the teacher's teaching style variable is in respondents ages 17 years old with a mean value of 94,67 and the highest average value in students academic engagement is in respondents 18 years old with a mean 73,50.

#### c. Reliability

This research used Conbrach's Alpha reliability test with the help of SPSS to test the scale used in the research with the following result.

Table 4.5: Reliability Test Result

Tubic itel Iteliability Test Itesail			
Scale	Coefficient of reliability	Item total	
Teacher's teaching Style	0,841	31	
Students Academic Engagment	0,775	24	

The cronbanch alpha technique used to test the reliability to ensure that the consistent in measuring what they were esigned to measure. The reliability test result for the teacher's teaching style in table 4.5 obtained a reliability value of 0.841 whereas for students' academic engagement variable values obtained reliability is 0.775. Both variables have good reliability hich means the items are reliable as a data collection tool in this research. It is said to be reliable because the value of the coefficient of reliability is more than 0.70 and close to 1.00.

4. Research question 1: What is the correlation between English teacher's teaching style and students academic engagement?

The alternative hyphotesis in this research are (Ha) which states there is a correlation between English teacher's teaching style and students' academic engagement and (Ho) which states there is no correlation between English teacher'steaching style and students' academic engagement. To determine whether there is correlation or not, it can be obtained by calculating the correlation coefficient. The analysis technique used is the product moment in SPSS (Statistical Package for the Social Science). As for the result of the product moment correlation tests as follows:

**Table 4.6: The Result of the Correlation** 

		Teaching Style	Students'
			engagement
	pearson	1	.322**
Teaching	correlation		.000
style	Sig. (2-tailed)		
	N	172	172
Students' engagement	pearson correlation	.322** .000	172
	Sig. (2-tailed) N	1/2	172

From the table, it is found that the value Pearson Product Moment correlation was 0,322. Based on the correlation

coefficient shown on the table 4.6, the value of 0,322 interpereted as weak correlation. Thus, the alternative hypothesis (Ha) is accepted and (Ho) is rejected. It means that there is correlation between English teacher's teaching style and students academic engagement.

Based on the the result of the correlation coefficient data can also be understood that the correlation is positive. Positive correlation is the correlation when one variable increases and the others also increase. <sup>60</sup> It shows that there is a directional relationship, meaning that the more teacher adjust the teaching style in the classroom will the higher students academic engagement in the classroom.

5. Research question 2: What is the type of English teacher's teaching style which has strong correlation with students' academic engagement?

In order to find out the type English teacher's teaching style which has strong correlation with students' academic engagement in the classroom, the questionnaire score was calculated by using pearson product moment correlation statistical procedure. For the result of the correlation type of English teacher's teaching style which has strong correlation with students' academic engagement, the researcher showing the details of the calculation of the correlation for each variable. The correlation can be presented in this following table:

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<sup>&</sup>lt;sup>60</sup> Juli, Pallant. SPSS Survival Manual. (Philaepphia: Open University Press, 2001), 115

Table 4.7: The result of the Correlation between Expert and Students 'Scademic Engagement

	Students Scadenic Engagement		
		Expert Style	Students'
			engagement
	pearson	1	.265**
Expert style	correlation		.000
	Sig. (2-tailed)	172	172
	N		
Students'	pearson	.265**	1
engagement	correlation	.000	
	Sig. (2-tailed)	172	172
	N		

From table 4.7, it is found that the value Pearson Product Moment correlation is 0,265 and Sig. (2-tailed) is 0,000. It means that there is correlation between expert style and students academic engagement but the correlation being weak. Based on the the result of the correlation coefficient data can also be understood that the correlation is positive.

Table 4.8: The Result of the Correlation between Formal Authority and Students? Academic Engagement

		Formal	Students'
		authority	engagement
	pearson	1	.300**
Formal	correlation		.000
authority	Sig. (2-tailed)	172	172
	N		
Students'	pearson	.300**	1
engagement	correlation	.000	
	Sig. (2-tailed)	172	172
	N		

Based on the calculation, from table 4.8 it is found that the value Pearson Product Moment correlation is 0,300 and Sig.

(2-tailed) is 0,000. It means that there is correlation between formal authority and students academic engagement. The value coefficient is 0,300 interpreted as a weak correlation. The result of formal authority higher than expert style.

Table 4.9: The Result of the Correlation between Personal and Students' Academic Engagement

		Personal	students'
		Style	engagement
	pearson	1	.311**
Personal	correlation		.000
	Sig. (2-tailed)	172	172
	N		
Students'	pearson	.311**	1
engagement	correlation	.000	
	Sig. (2-tailed) N	172	172

The data from table 4.9 showed that the value Pearson Product Moment correlation is 0,311 and Sig. (2-tailed) is 0,000. It means that there is correlation between Personal style and students academic engagement but the correlation being weak. This result is higher than expert style and formal authority style.

Table 4.10: The Result of the Correlation between Facilitator and Students Academic Engagement

		Facilitator	students'
		Style	engagement
	pearson	1	.274**
Facilitator	correlation		.000
	Sig. (2-tailed)	172	172
	N		
Students'	pearson	.274**	1
engagement	correlation	.000	
	Sig. (2-tailed)	172	172
	$\mathbf{N}$		

Table 4.10 found that the value Pearson Product Moment correlation is 0,274 and Sig. (2-tailed) is 0,000. It means that there is correlation between facilitator style and students academic engagement but the correlation being weak. This result showed that facilitator lowest than formal authority and personal style but higher than expert style

Table 4.11: The result of the Correlation between Delegator and Students Academic Engagement

		Delegator Style	students'
			engagement
	pearson	1	.295**
Delegator	correlation		.000
	Sig. (2-tailed)	172	172
	N		
Students'		.295**	1
engagement	pearson	.000	
	correlation	172	172
	Sig. (2-tailed)		
	N		

Based on table 4.11, it is found that the value Pearson Product Moment correlation is 0,295 and Sig. (2-tailed) is 0,000. It means that there is correlation between delegator style and students academic engagement but the correlation being weak. This result showed that delegator style higher than expert style and facilitator style but lowest than formal authority style and personal style

Based on the table presented in table 4.7, 4.8, 4.9, 4.10 and 4.11, the value correlation coefficient of expert style is 0,265, formal style is 0,300, personal style is 0,311, facilitator style is 0,274 and delegator style 0,295. From the result it can be understood that type of teaching style which has strong correlation with students' academic engagement is personal style (0,311) followed by formal authority style (0,300) and delegator style (0,295). Then facilitator was (0,274) expert style was the lowest (0,265). The value of positive Pearson Correlation indicates there is a positive correlation between

each type of teaching style and students academic engagment. The value 0,265, 0,300, 0,311, 0,274 and 0,295 are interpred as weak correlation. It means that the strength of the relationship between the variables is being low or weak.

#### B. Discussion

Based on the findings, this part explain and interprate the findings by analysing and reflecting of the review of related literature to get deeper understanding toward the findings. The researcher focuses on the correlation between English teacher's teaching and students' academic engagement and type of English teacher's teaching style which has strong correlation with students' academic engagement.

1. The Correlation between English Teacher's Teaching and Students' Academic Engagement

This research aims to determine the relationship between English teacher's teaching style and students academic engagement at SMK Sepuluh Nopember Sidoarjo. Before the statistical analysis using product moment correlation is carried out, the researcher did the prerequisite test namely normality test to find out whether the data is normally distributed and the linearity test to find out whether the independent variable has a linear relationship with the dependent variable.

The result of normality test showed significance value for the scale is 0.672 > 0.05. The significance of the two scale is more than 0.05. it can be said that the data is normally distributed. Furthermore, the linearity test which aims to find out whether the two variables are linear. The result of the linearity test obtained significance 0.270 > 0.05 means that the variables is linear.

Based on the result of product moment analysis, it was found that there is a significance relationship between English teacher's teaching style and students academic engagment at SMK Sepuluh Nopember Sidoarjo. The data and the value coefficient obtained in the sample can be generalized to the population where the sample is taken or the data reflects the population. By paying attention to the value correlation coefficient of 0.322 means that the correlation considered weak. It because of some factors that affect the teaching style.

Peacock said that teacher's ethnicity can affect theacher's teaching style. <sup>61</sup> Moreover, the purpose and design of course, norms of learning institution and academic discipline are the factors that influence teaching style. For example, the teachers who teach in the big class tend to used formal authority and expert. <sup>62</sup> Felder and Henriques suggest if the teaching style that used is parrarels with the students' learning style will be able to improve the students' learning, attitudes, motivation and behavior. <sup>63</sup>

Based on the result of the correlation coefficient, it can also be understood that the relationship is positive (+). It showed that there was a directional relationship, meaning that the more teacher adjust the teaching style in the classroom will the higher students academic engagement in the classroom at SMK Sepuluh Nopember Sidoarjo.

This finding has the same result but in different coefficient correlation with the previous studies. In the previous studies the correlation between teaching style and students academic engagement by Shaari, a significant correlation was found that there was a modest coefficient correlation between the variables. <sup>64</sup> The coefficient correlation was 0,53.

The other research that support this research was conducted by the OECD Program for International Student Assessment. <sup>65</sup> The data showed that there is a correlation between teaching style and students academic engagement. This is comparable with the research was conducted by Hanaa Esmail Sabra, et al. <sup>66</sup> The result of the research indicated that there were highly positive correlation between teaching style

<sup>62</sup> Chapman & Williamson. *Teachers perception of classroom competencies over a decade of change*. (Asia pacific journal of teacher's education, 2001., 171-184.

<sup>&</sup>lt;sup>61</sup> Peacock,M. *Match or misatch? Learning style and teaching style in EFL*. (International journal of applied lingusitic, 2001)

<sup>&</sup>lt;sup>63</sup> Felder & Henriques. *Learning and teaching style in foreign and second language education*. (Foreign language education, 1995), 21-31

<sup>&</sup>lt;sup>64</sup> Abduli. The relationship between lectures' teaching style and students' academic engagement. 2015, 15

<sup>65</sup> The OECD Progra For International Assessment (PISA), 2000

<sup>&</sup>lt;sup>66</sup> Hanaa Esmail Sabra. Et all .Relation between Students' Perception of Teaching Styles and Students' Academic Engagement in South Valle.y and Assiut Universities. (Egyptian Journal of Health Care, 2018 EJHC Vol.9 No.1, 2008),

and students' academic engagement in pediatric nursing department in Assiut and south Valley Universities and in obstetrics and gynecological nursing department in South Valley University.

According to Newman, Wehlage and Lamborn, students academic engagement is psychological effort and investment of students in learning, mastering snd understanding skills, knowledge that school itended to promote. <sup>67</sup>Students' academic engagement cover in emotional, behavioural and cognitive engagement. Students engagement in class will make students have maximum performance in order to achieve the achievement.

Academic engagement consists of three dimension. 68 There are behavioural engagement, emotional engagement and cognitive engagement. When students are low on all three dimension of academic engagement, students will become disengagement. Based on this research, students behavioral engagement are shown from students obey the rules in the class, participate in the class and descipline in doing assignments. Students emotional engagement can be seen from students during the time at class such as feeling happy, bored, angry, sad, satisfied and have good relationship with the teachers and peers. Whereas students cognitive engagement can be seen from students who are able to overcome the failure, like challanges in learning, really earnest in understanding the material and students confient in their learning.

Frerdric et al explain that poor academic engagement in students related to many factors.<sup>69</sup> Fredricks et al devided the factors related to Some students are interested and engage in learning activities whereas some are bored and inactive

<sup>68</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. School engagement: Potential of the concept, state of the evidence. (Review of Educational Research, 2004), 59-109.

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<sup>&</sup>lt;sup>67</sup> Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. *The significance and sources of student engagement*. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools*. (New York: Teachers College Press, 1992), 11-39

<sup>&</sup>lt;sup>69</sup> Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. School engagement: Potential of the concept, state of the evidence. (Review of Educational Research, 2004), 60-110.

toward same learning task.<sup>70</sup> The OECD Program for International Student Assessment found some factors that influence students' acaemic engagement.<sup>71</sup> The The result showed that students participation and academic engagement influence by the culture of school. The culture in the school include dedicated of teacher' healty learning environment, and effective discipline. The study also found that students that felt accepted at the school will influence the students in academic engagement. Moreover, it was found that the crucial factor that influence academic engagement were attitude and behavior. Students' attitude include attendance, complete the tasks assigned by the teacher, pay attention when teaches, involve in activities organized by the school and so on. Generally it is agreed that academic engagement in learning activities is important for a students academic success.

In this research also was found that academic engagement was higher in female than male. The female academic engagement had an average of 72,51 while the average in male was 68,51 (see table 4.3). This is consistent with the research conducted by Mark.<sup>72</sup> He stated that female students will be more bound than male students. This is seen when interaction in the class of female students is more active such as answering teacher's questions or asking questions, compared to male students when asked they choose to be quiet.

This can be due to fewer male subjects than female subjects, where the male subjects were 11 while the female subjects were 161. This could affect the average result obtained. The male research subjects were fewer because there were 8 until 10 students in the class at SMK Sepuluh Nopember Sidoarjo.

Appleton et al explains that there are students who are engaged in learning process, indeed there are also students who are not enaged (disengagement), being apathy or not

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Marks, H. M. Student engagement in instructional activity: Patterns in the elementary, middle and high school years. (American Educational Research Journal, 2000), 153-184.
 The OECD Progra For International Assessment (PISA), 2000

<sup>&</sup>lt;sup>72</sup> Marks, H. M. Student engagement in instructional activity: Patterns in the elementary, middle and high school years. (American Educational Research Journal, 2000), 155-186.

excited in the learning process. <sup>73</sup> The result of Eccles showed the same results that between female and male have differences in students engagement in schools. <sup>74</sup> This is more influence by the types of activities followed by the students, norms and value that apply. The result of the research conducted by Afrianty and Kusdiayati found that in students engagment have turned out to be related to the parents' factor is low which means there is no structure that parents never provide clarity of information about expectation of achievement. <sup>75</sup> The factor of classmates is low, earning students are rejected in friendship or friends who invite negative things such as persuading other friends and not to do assignments.

The level of academic engagement can also be seen from the age of students. The subjects of this research were late adolescents. According to Papalia et al, adolescence is a period of transition from childhood to adulthood. Students who sit in senior high school are late adolescence. The transition period from 16 to 19 years old. In this reserach the age range is 16 to 18 years old who sit in eleventh grade.

If viewed from the age of the subjects, the age 18 years has a higher academic engagement compared to the age of 16 and 17 years (see table 4.4). With an average value of students academic engagement age 16 years at 72,81, ages 17 at 71,95 and age 18 years has an average value of 73,50.

2. Type of English Teacher's Teaching Style that has Strong Correlation with Students' Academic Engagement.

The data obtained in this research showed that each of type Englih teacher's teaching style has different correlation with students' acedemic engagement. It was found that the value correlation coefficient of expert style was 0,265, formal style was 0,300, personal style was 0,311, facilitator style was

<sup>74</sup> Eccles, J. S. *The development of children ages 6 to 14*. (The Future of Children, 1999), 30-44.

<sup>&</sup>lt;sup>73</sup> Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. *Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument*. (Journal of School Psychology, 2006), 427–445.

<sup>&</sup>lt;sup>75</sup> Afrianty, F. & Kusdiyati, S. Studi Deskriptif School Engagement Siswa Kelas X, XI Dan XII IPS SMA Mutiara. (Prosiding Psikologi, 2014), 2460-6448.

0,274 and delegator style 0,295. From the data type of teaching style which has strong correlation with students' academic engagment was personal style.

Personal style is a teacher centered approach where the teacher shows the skill that students are expected to learn. This teaching style approach encourages the students' involvement in the class and teachers adapt their presentation to include various learning style. The teacher believe in "teaching by personal example" and establishes a prototype for how to think and behave. The teacher oversees guides and directs by showing how to do things, encouraging students to observe nad then to follow the teacher's approach. A study by Noriah and Sakinah Mohamed found that teachers enjoy being the facilitator and personal during the teaching and learning process. To



<sup>76</sup> Massaada. The Anlysis of English teachers' teaching style and theireffects on students motivation at SMAN 2 Majene. (State University of Makasar, 2016), 3.

<sup>&</sup>lt;sup>77</sup> Noriah. Bussiness education students' preffered learning style and their teacher's preffered instructional style: o for hire match? Delta Pi epsilon Journal, 2001) 137-151

#### CHAPTER V CONCLUSION AND SUGGESTION

This chapter explain about the conclusion based on the finding and discussion that explained in the previous chapter. Furthemore, the researcher also give some suggestion which are needed.

#### A. Conclusion

From the data obtained in finding, this research focuses on the correlation between English teacher's teaching and students' academic engagement and type of teaching style which has high correlation with students' academic engagement. The respondents of this research were 172 students in XI grade of 2018/2019 academic year at SMK Sepuluh Nopember Sidoarjo. The instrument that used in this research was questionnaire. The data were analyzed using SPSS version 16.0. The statistical devices used in this research as the Pearson Product Moment. Based on the findings that have been discussed in this research, there are two conclusion. First, the pearson Product Moment Correlation showed that Pearson correlation = 0,000 an Sig. (2-tiled) = 0,322. That result indicate that there is correlation between English teacher's teaching style and students' academic engagement at SMK Sepuluh Nopember Sidoarjo but weak correlation between them. It because of some factors that affect the teaching style. The factors that affect teaching style are gender, norms of learning institution, academic discipline, teacher's ethnicity,the purpose and design of courses, seniority and time also played a significance role in affecting their teaching. Second, the result showed that personal style has strong correlation with students' academic engagement than others types of teaching style. The value correlation coefficient of personal style was 0,311. It because personal style encourages the students' involvement in the class and teachers adapt their presentation to include various learning style.

# B. Suggestion

Based on the conclusion, the researcher give some suggestion as follows:

#### 1. to students

The students should recognize and understand that academic engagement is one of the momentum towards

success in their studies. Hence, the students need to identify their style of academic engagement and suit themselves with English teacher's teaching style.

# 2. to English Teachers

The teachers should provide a positive teaching and learning environment to engage the students in the classroom and also contribute to the better achievement. Moreover, the English teacher can used types of teaching style which approprite ith the students.

#### 3. to the Next Research

This reserach did not investigate the difference in major of the participants to look for their academic engagement in the classroom. Beside, the further research may try to spesify the skill in the next research. It also can use different type of teaching style.



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