

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the discussion of the background of the study, research question, definition of the key terms, objectives of the study, significances of the study, and organization of the thesis.

### **A. Background of the Study**

Teacher is the center of the entire educational process, which a teacher as a main character in the educational scenario. The teacher must be able to attract students' attention and interest in order to be able to learn actively to achieve predetermined learning goals. According to Sanjaya (2006: 103), teaching is not only just give a learning material, but also mean as a process to set the student's environment so that they can study. Another meaning of teaching that is often term into learning activities, which aims to shape character, civilization, and improve the quality life of students. Learning activity needs to develop all the potential of students in order to be able to master the expect competencies. The development of potential is direct at encouraging the achievement of specific competencies and behaviors so that each individual is able to become lifelong learners and create a learning society.

Teaching essentially intends to lead students to achieve the goals that have been planned. In the reality, the teaching behavior shown by the teacher is very diverse, even though they have the same intent and purpose. Various kinds of teacher teaching behavior when traced will get an overview of the

general pattern of interaction between teachers, learning content or materials and students. According to Ali (2014: 57), this general pattern is termed by Dinne Lap as teaching style. A teaching style is a form of teacher appearance when teaching (Thoifuri, 2013: 81)

The teaching style of a teacher reflects the way teaching is carried out, according to their own view. Besides the psychological foundation, especially the learning theory held and the curriculum implemented also affects a teacher's teaching style. Due to the various views, theories and organization of learning materials in the curriculum use, the teaching styles used are various. Based on Ali (2014: 66) statement, if a teacher only adheres to one particular view or philosophy, then his teaching style will not change. However, if a teacher changes his philosophy, his teaching style will vary. The various of teaching styles of teachers in the learning process greatly influence students' interest in the learning process. As stated by Slameto (2010: 57), interest is a tendency to keep paying attention and reminiscing about some activities that are of interest to someone, being paid attention continuously which is matched with happiness.

The interest has a big influence on learning, because if the learning materials and teaching styles are not in accordance with the students' interests, then they will not learn as well as possible. Students do not get satisfaction from the way of teaching and the results of the lesson. Learning materials and teacher's teaching styles that attract students will be easier to learn and understand.

The success of the teacher in displaying a teaching style in order to attract student interest in learning, essentially depends on the mental attitude and efforts of the teacher. Besides that, teachers who only follow to a certain style with teachers who have the creativity and always look for different teaching styles according to the material given will certainly produce different learning outputs, this depends on the interests of their students as well.

SMP Negeri 2 Paguyangan is located in the mountains of the slopes of Mount Slamet, Paguyangan district, Brebes. In the learning process, the school always tries to develop the potential of its students, so that they always excel in both academic and non-academic fields. Each student has a different level of intelligence from one another, it caused that the learning interest of each student is also different, as well as the way the teacher is. According to the observations made by the researchers, Mr. Agus Sapto Aji, as the English teacher at SMP Negeri 2 Paguyangan, in the learning process in the classroom already used a good teaching methods and styles. Many students played an active and enthusiastic role in teaching and learning activities, but also the writer found the students that passively or less active, and less interested in the ongoing lesson. This made the writer thought that , every teaching style given by the teacher to students causes various positive and negative responses that affect in influencing student learning interest.

In regard with the problems above, the researcher tried to analyse the influence of teacher's teaching style towards students' English learning interest

in the eight grade students of SMP Negeri 2 Paguyangan in the academic year 2021/2022.

## **B. Research Question**

Based on the problems found. The research question can be formulated as follow “Is there any influence of teacher's teaching style towards students’ English learning interest in the eighth grade students of SMP Negeri 2 Paguyangan in the academic year 2021/2022?”

## **C. Definition of the Key Terms**

In order to have a good concept of the terms used in this research, the writer provides some key-terms as follow:

### **1. Teacher’s Teaching Style**

A teaching style is a form of teacher appearance when teaching, both curricular and psychological. Curricular style is the teacher's teaching style which convenient to the goals and type of certain subjects. Furthermore, the psychological teaching style is a type of teaching adjusted by student motivation, classroom management, and evaluation of learning outcomes (Thoifuri, 2013: 81). The teaching style is how does the teacher do in the class when the learning process is work.

### **2. Students’ Learning Interest.**

According to Zakiyah (2008: 133), interest is the tendency of the soul to remain straight about something that is valuable to someone, something that is valuable to someone is in accordance with their needs. Furthermore, the definition of learning in accordance with Muhibbin

(2012: 63) learning is an activity that have a process and it is a very fundamental element in organizing every type and level of education.

Abidin et al (43: 2014) state that students' interest is an essential tool in learning. Students' interest can give a positive energy for student directly for every learning activities. Thus, the objective of learning activities can be achieve. Students' interest is also an important factor which affects students' achievement and learning environment in teaching and learning. In this research, the writer focusses in students' learning interest especially in learning English as a subject in their school and as a foreign language.

#### **D. Objective of the Study**

In relation to problem statement above, the objective of this research is to determine whether there is an influence of teacher's teaching style towards students' English learning interest in the eighth grade students of SMP Negeri 2 Paguyangan in the academic year 2021/2022.

#### **E. Significances of the Study**

The result of the study is expected to give a number of significances:

##### 1. Theoretically

This study is expected to be used as a references for those who want to conduct a research about an influence of teacher's teaching style towards students' learning interest of English Subject.

## 2. Practically

This study is expected to give the benefit practically for the writer and readers.

### a) Writer

The researcher gets knowledges about descriptive quantitative research conduct to an influence of teacher's teaching style towards students' learning interest of English Subject. Also, this study will improve the writer's competence in academic writing.

### b) Readers

After reading and reviewing this study, the readers acquire valuable information relate to descriptive quantitative research. Researcher hopes it can help they who want to conduct next research about an influence of teacher's teaching style towards students' learning interest of English Subject, also can help they to learning and enrich their knowledge.

## 3. Pedagogically

The result of this study can help the English teachers or lecturers to increase the theory about the analysis of influence teacher's teaching style towards students' learning interest of English Subject, and also can be a comparison of other exist theory for next research. Afterward, they can enlarge the theory of this study better.

## **F. Organization of the Thesis**

This thesis consists of five chapters, where each chapter explains a different point with the topic that will be discussed. Chapter I presents the introduction, which consists of the background of the study, research question, definition of key terms, objectives of the study, significance of the study, and organization of the thesis. Chapter II presents a review of related literature, which contains theoretical study, previous studies, theoretical framework, and hypothesis. Chapter III presents the method of investigation, which consists of research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.