**THE CORRELATION BETWEEN STUDENTS’ LEARNING MOTIVATION AND TEACHER’S TEACHING STYLE ON ENGLISH LEARNING ACHIEVEMENT IN ENGLISH AT THE SEVENTH GRADE OF SMP NEGERI 6 PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

By

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**Abstract**

The purpose of the research is to describe the students’ learning motivation, teacher’s teaching style, English learning achievement and the correlation between students' learning motivation and teachers’ teaching style on English learning achievement at the seventh grade of SMP N 6 Purworejo in the academic year 2012/2013. The mean result of the study showed that the mean students’ learning motivation was 69.90 It was categorized as good. Second, the teacher’s teaching style was 80.68. It was categorized as very good. Third, English learning achievement was 60. 31. It was categorized as fair. Four, there is a positive and significant correlation between students’ learning motivation and teacher teaching style on English learning achievement that is 0.81. In computation, the level of significance (5%) the result of computation done by SPSS version 18 was 0.81. Based on the value in the table r product moment (rt) is 0.349. The computation showed that robatined is higher than rtable (ro < rt) is 0.81 < 0.349 and it is categorized as a very high correlation. It means that there is a very high correlation between students’ learning motivation and teacher’s teaching style on English learning achievement at the seventh grade of SMP N 6 Purworejo.

Key word: Correlation, Learning Motivation, Teaching Style, English learning Achievement.

**A. Background**

English is the most widely used languages in the world. It shows that English is very important to be learned by the students for international communication. As an international language, English is used in many fields mainly in the fields of science, information and technology which are vital fields to get a better life for countries all over the world.

According to Harmer (2001:51), motivation is kinds of internal drive, pushing someone to do things in order to achieve something. The high students’ motivation in learning also has a great relation with the role of teacher in the classroom. The teacher roles are important to the students’ success.

In this case, I just take one of the components, namely teachers' teaching styles. Attractive style of teaching, it is acceptable to common sense and to deliver. According to Suparman (2010:63), teaching style is a way or method adopted by the teacher while doing teaching. The teacher teaching style has difference from one to the others at the time of teaching and learning process.

The result of learning process called learning Achievement. Achievement is a form of something that we do. Winkel as quoted in Hamdani (2011:138) defined that learning achievement is an evidence of success that has been achieved by people. The level of the students’ learning achievement is normally expressed by individual values.

Considering the problems above, the study is oriented towards the following objectives: To describe the students’ learning motivation, teachers’ teaching style, English learning achievement and to find out the correlation between students' learning motivation and teachers’ teaching style on English learning achievement at the seventh grade of SMP N 6 Purworejo in the academic year 2012/2013.

From the explanation above, the researcher is interested to conduct research entitled “The Correlation between Students’ Learning Motivation and Teacher’s Teaching Style on English Learning Achievement at the Seventh Grade of SMP N 6 Purworejo in Academic Year 2012/2013”.

**B. Method**

The type of the research can be categories as a descriptive quantitative. The researcher was conducted at SMP N 6 Purworejo. It was carried out on the 6th until 27th April 2013. The population research is 192 students’. This research took the second year students’ SMP N 6 Purworejo as the subject research. The sample of this research is one class which is VII F by using random sampling technique. The total of the students’ is 32 students’. The questions of the questionnaire which used for the data of students’ learning motivation and teacher’s teaching style using with a 5-point Likert scale in terms of frequency criteria: ((5)= always, (4)= often, (3)= sometimes, (2)= seldom, (1)= never and the collect data score daily test that obtained from the teacher for the data English learning achievement. The technique of the analysis, the researcher used descriptive analysis (mean, median, mode, standard deviation, the lowest, and the highest) and inferential analysis test of the normality, test of homogeneity, test hypothesis). The researcher giving questions of the questionnaire to find out students’ learning motivation and teacher’s teaching style.

**c. Research Findings**

 The result of the questionnaire and score, the researcher was gotten the data. The students’ learning motivation showed that the total sample was 32, the highest score (H) of the students’ was 76, the lowest (L) was 62, the range was 14, the median was 70, the mode (Mo) was 70, and the total score of the students’ learning motivation (T) were 2237, the mean (M) 69.90, it be categorized good, standard deviation (SD) is 3.476 and variance is 12.087. The teacher’s teaching style showed the total sample was 32, the highest score (H) of the teaching style was 96 and the lowest (L) of teaching style was 67. It means the range of score (R) was 29. The median (Me) was 79, the mode (Mo) was 79, and the total score of the teacher’s teaching style (T) were 2582, the mean (M) 80.68, it be categorized very good, standard deviation (SD) is 6.161 and variance is 37.963. The English learning achievement showed that the total sample was 32, the highest (H) of the English learning achievement was 80 and the lowest (L) of the English learning achievement was 50. It mean the range of score (R) was 30. The median (Me) was 60, the mode (Mo) was 70, and the total score of students’ ability (T) were 1930, the mean (M) 60, 31, it be categorized fair. Standard deviation (SD) is 9.993 and variance is 99,861.

 Based on the level significance 5% the result of the computation done SPSS was 0.81. Based on the value in the table of product moment, for N= 32, the value of r product moment (rt) was 0.349. The computation showed that r *obtained* was lower than r *table* (ro<rt) that was 0.81 < 0.349. It means that there is a significant correlation between students’ learning motivation and teacher’s teaching style on English learning achievement of SMP N 6 Purworejo.

**D. Conclusion and Suggestion**

Based on the research finding and discussion, the conclusion can be described and drawn that there is a correlation between students’ learning motivation and teacher’s teaching style on English learning achievement at the seventh grade of SMP N 6 Purworejo in Academic year 2012/2013. Based on The mean of result students’ learning motivation were 69. 90. It was categorized as good. Hence, the mean of teacher’s teaching style was 80. 68. It was categorized as very good. The mean students’ achievement was 60. 31. It was categorized as fair. The product moment correlation (r) analysis, the value of r is 0.81 and r-table is 0.349 (the level of significance 5%), r value is higher than r table (0.81> 0.349) and categorized as a very high correlation, so it indicates that hypothesis is accepted. The researcher would like to present some suggestion for teacher and another researcher. For the teacher, this research may encourage them to seek a better way of teaching in the classroom. For the researcher, this research may encourage them to conduct other studies to know students’ learning motivation and teacher teaching style. Furthermore, the success of doing teaching is not merely determined by the students’ achievement. Investigating other factors is really needed to identify the problem to improve students’ learning motivation and teacher teaching style on English learning achievement at seventh grade.

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