



STUDENTS' PERCEPTION ON TEACHER'S COMMUNICATION STYLE ON STUDENT'S MOTIVATION IN LEARNING ENGLISH

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Abstract

Penelitian ini bertujuan untuk melihat bagaimana persepsi gaya komunikasi guru terhadap motivasi siswa belajar bahasa Inggris. Partisipan dalam penelitian ini siswa kelas VIII E dan VIII H yang belajar di SMPN 24 Padang. Penelitian ini merupakan penelitian deskriptif. Untuk pengambilan data menggunakan total sampling teknik dan angket. Gaya komunikasi guru dalam mengajar ada 3 yaitu, guru *passive* guru yang kurang peduli terhadap siswa, guru *aggressive* guru yang sensitif kepada siswa dan guru *assertive* guru yang bisa memberikan siswa motivasi dan sering membantu siswa ketika siswa tidak paham. Dengan jumlah persentase yang berbeda, *passive*, *aggressive* dan *assertive*. Dalam indikator pertama, *Do the task intensively (Full Attention)*, Gaya komunikasi guru *passive* persentase jawaban siswa yang menjawab "yes" 16,93 % dan siswa yang menjawab "no" 83,07%, berarti tidak semua siswa yang menyukai tipe gaya komunikasi *passive*. Gaya komunikasi guru *aggressive*, persentase jawaban siswa yang menjawab "yes" 83,07% dan siswa yang menjawab "no" 16,93%, berarti sebagian siswa menyukai tipe gaya komunikasi guru *aggressive* dan gaya komunikasi guru *assertive*, persentase jawaban siswa yang menjawab "yes" 100% dan siswa yang menjawab "no" 0%, ini menunjukkan semua siswa menyukai tipe gaya komunikasi guru *assertive*. Berdasarkan hasil persentase ketiga gaya komunikasi guru, menunjukkan bahwa persepsi siswa dalam belajar bahasa Inggris di kelas VIII SMPN 24 Padang lebih termotivasi dengan gaya komunikasi guru yang *Assertive*

Kata kunci : Gaya komunikasi, Motivasi

INTRODUCTION

Teacher has the important role in teaching learning process, because one of the factors that influence the students to be a good student in the school is teacher. She does not only teach but they also educate their students like the role as educator. The good teachers will improve students' to be active in teaching learning process. If teaching style is suitable in teaching the material, it make the students understanding it. The teacher also take an active role in guiding the



students. If the students find difficulties in learning the material, the teacher should help the students review or explain the material. According to Bustos and Espiritu (2000), teaching style is defined as the way teachers teach and their distinctive mannerisms complemented by their choices of teaching behaviors and strategies. It means that teaching style is how the teacher presents the material supported by the strategies are used in teaching. Learning is a process of interaction between students' and teacher in a school environment. Learning can be done by students with themselves or everyone wherever if they want. They can get help from other person like parents and teacher or their friends.

According to Dimiyati (1999, 297) learning is program activities of teachers in instructional design to make students' active learning, which emphasizes the provision of learning resources. It means that, the effort of learning instruction from a teacher is to guide students in achieving the objectives expected of learning. Learning as a process is built by teachers to develop students' creative thinking, thus it also can improve students abilities on new knowledge, and an effort to improve a good mastery of the learning material and students should have a desire to learn.

Communication style is the process of delivering by the teacher to the student through the media, gestures that cause certain effects. The learning process is a form of communication between teachers and students. There is a formation in the communication, knowledge, skills or attitudes and assessment of teachers to students in accordance with the objectives that have been expected. In the process of learning, communication styles become effective if the learning material can be received and understood by students and also give positive feedback to students. Then, most of the teachers have different communication style because the teachers have different ways to communicate to the students. First, passive communication style teachers may bold their opinion, feeling and wants. second, aggressive communication style is honestly to opinion, feeling, wants and offends others. And third, assertive communication style through this style, it can make the students be spirit in learning process and a necessity to



unable the harmonious relationship between teachers and students, so that students can motivate themselves to learn English.

Motivation is a psychological process that can explain the behavior of people motivation is also forces that encourage someone to do something to achieve the goal. These forces are basically stimulated by their various needs, such as: the desire to be fulfilled, behavior, goals, and feedback. According to Dalyono, (2005: 55) motivation is the support force to do any work, which could come from inside and outside. It means that, a process marked by a change in a person, changes in a person can be shown in various forms such as changing the knowledge, understanding, attitudes and behaviors, skills and abilities, reaction power, the power of acceptance and other aspects of your individual.

Based on pre-observation at SMPN 24 Padang, the researcher found that there were students' perception on teachers' communication style on students' motivation in learning English. The first was attitude of teacher, the teacher cannot give an example, it can be a reason to make students bored in learning. Second, teachers also guide the students' more active in learning process in order to increase their understanding. Next, the number of students were too much, so that they did not pay more attention to teachers intention even the teachers had intrinsic behavior.

Based on the phenomenon, the researcher found students' perception on teachers' communication style on students' motivation in learning English, it depends on teacher themselves. If teacher can communicate well in the class, it can support students to learn well. It makes the researcher interests to know what students' perception on teachers' communication style on students' motivation in learning English.

Teaching style is a way that is used by teachers in teaching English. Every teacher has different style in teaching, therefore the teacher should pay attention towards the students' need when they follow their learning to study English is important, because to increase students' motivation and increase the quality of education teacher should has a good style in teaching. According to Bustos and Espiritu (2000:55) teaching style is defined as the way teachers teach and their



distinctive mannerisms complemented by their choice of teaching behaviors and strategies. It means that teaching style is how teacher presents the material and supported by the strategies that used in teaching English.

Furthermore, teaching styles do not develop naturally and without practice but come from the teachers experience during teaching English. Paris (2010: 74) states that teaching style come from the teachers' personal belief about students, instruction, preference and their own skills and abilities. Therefore, teaching styles refers to teacher trust about their surrounding and match it with appropriate teaching strategies. Meanwhile, the teacher will apply their own teaching style during teaching English. Nath and Cohen (2011: 173) explain that teaching styles develop through knowledge of education, beliefs and experience from the teachers in their own personality. Thus, it comes from the teachers experience in their teaching in the school and everything the teachers get from their environment that has suitable use in teaching.

In the process of teaching and learning communication is very important for teacher and students. Because it builds an interaction. Communication style is the way or pattern to express something convey the message, the ideas, either through the attitudes, actions and words when in the process of communicating. According to Norton (1992:146) Communication style is the interaction that is done by teachers in a person's characteristics in perceiving themselves when interacting with students. It means that communication style between the teacher and students can be the difference in the characteristics or model, method of communicating. When communicating, the teacher does not only provide information but also teacher presents the information in some form in the learning process.

Furthermore, there are some teacher's communication style categories. According to Wubless (1993:49), they are as follow:

- a. Directive: it includes classroom atmosphere in this style well-structured and teachers often give assignments or quiz to be answered by the students. Teachers who behave directive is usually are not too close to the students.



- b. Authoritative: it includes classroom atmosphere authoritative structured and looks fun. Classroom rules are made clear so that students do not need to be reminded, teachers are enthusiastic and open to the needs of students.
- c. Tolerant and Authoritative: it includes tolerant and authoritative teacher who strongly supports the responsibility and habits of students, well-structured classroom atmosphere, but the teacher is to build a closer relationship to the students'.

In addition, Suryadi (2004:33) that communication styles can be seen and observed when a person either verbally communicate like a (speak), and nonverbal such as (facial expressions, and gestures). It means the communication styles used by teachers have a good relationship with the students so that students can understand that already provided by the teacher and teacher communication style is very important in the learning process. In conclusion, Communication style is the interaction that is done by teachers in a person's characteristic in perceiving themselves when interacting with students and communication style can be seen and observed when a person either verbally communicate like a speak, and nonverbal such as facial expressions and gesture

Most of the teachers have different communication styles, which teacher uses in learning English. According to Davis et al (2009:128) there are types of communication style as follow: First, Communication Passive, someone with this passive communication never defend yourself, if a communicator passive, they will avoid to express thought, feeling and opinion. When someone expresses his own feelings by way of apology that is sometimes overlooked by others. Even as a passive communicator, someone will allow others to take advantage by violating the right themselves. As a result, a person with this type will feel anxious, get stuck and desperate because her life was out of control. The behaviors of a person with these types allow other to dominate. The passive communicator can become more powerful communicator to assert himself.

Second, Aggressive, someone with this type will maintain her self directly but sometimes misbehavior. Verbal communication was impressed harassing and violate the rights of others. Personal aggressive is also derived from an inferiority



acted in forms of domination. As an aggressive communicator, someone tries to dominate and threatening, often criticized and blamed the weakness of others for power. His body language looks arrogant and quick to anger if not liking. As the result, it will be assumed as a person who feeling out of control. To become a more effective communicator, be express themselves directly, honestly and should respect other.

Third, Assertive it is a communicator said to be assertive if it has this type. If assertive communicator, then they will be effective to express thoughts and feelings clearly and carefully. They handle problem without violating or alienating others. They have high self-esteem. As an assertive communicators, language his body was calm, self-control and active listening. In conclusion, there are 3 types of communication style. First, Passive communication style, passive communicator can become more powerful communicator to assert himself. Second, Aggressive communication style, as an aggressive communicator, someone tries to dominate and threatening, often criticized and blamed the weakness of others for power. His body language looks arrogant and quick to anger if not liking and the teacher communicate with openly to the students and also communication with clearly. Third, Assertive communication style, assertive communicator, then they will be effective express thoughts and feelings clearly and carefully. It is very important to know what and how look like teacher's style on the process of communication.

A. Motivation

Motivation is an important factor for student's success in learning. Motivation can be stimulated by outside or external factor but it increase inside the people. It is one of instruments in learning and gives a great effect to the success of learning. When the students have motivation in learning, they will get success in study. There are various definition of motivation from some expert. According to Harmer (1991) motivation is some kind of internal drive, which pushes someone to do or think in order increase student's achievement. It means that motivation comes from internal of the people who function to encourage her to conduct an activity to achieve. Motivation a desire to do



something and that desire come from within them. Motivation is an important one because motivation can push someone to do the best. In learning English we need motivation to learn in order to get comprehend and understanding about an activity.

According to Elliot et al. (2000: 332), Motivation as an internal state that arouses people to action, pushes them in particular directions and keeps them engaged in certain activities. It means that, in learning, motivation is the driving forces that ensures the continuity of learning activities and give direction on learning activities so that the desired goals can be met. Thus the motivation is very influential on one's learning outcomes. If someone does not have the motivation to learn, then that person will not achieve optimal learning results. To learn well in the necessary processes and good motivation, motivate learners, meaning that he would move a person or want to do something. Furthermore, Mulyasa (2003: 112) states that motivation is the driving force or puller that caused their behavior towards a certain goal. It means that, learners will seriously because it has a high motivation. A student will learn if there is the push factor, the driving force in the overall student learning activities that lead to ensure continuity and give direction to the learning activities so that the desired objectives can be achieved. In learning motivation boost the mental strength to perform activities within the framework of fulfillment of hope and encouragement in this regard is the achievement of objectives.

There are two types of motivation; first intrinsic motivation is an energy or strength from our self that will a function whether in doing something or avoids something. Next, extrinsic motivation is strength from outside that influence to give energy to us do something, both of them have same function to give stimulus to us do something well.

1. Intrinsic Motivation

Motivation remains an important construct reflecting the natural human propensity to learn and assimilate. According to Marsh (2000:27) intrinsic motivation on refers to motivation without any apparent external reward the motivation for learning comes entirely from performing a particular task. It means



that students will be motivated to undertake a certain task because of some personal factors; they might include needs, interest and enjoyment. In this case, intrinsic motivation comes from the students themselves, without having stimulated by giving a reward

Furthermore Harmer (2001, p.51) “Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better”. Intrinsic motivation arises from a desire to learn a topic due to its permanent features of interest. Psychologists have proved the fact that human beings have a natural curiosity drive that pushes them to explore things around them. In addition Dimiyati (2002:90) intrinsic motivation is the motivation arising from within the private individuals themselves without any outside influence individuals. Example: a student studying a textbook because he is motivated to find content or materials in the form of knowledge that he can get.

2. Extrinsic Motivation

Extrinsic motivation is an action that comes from human outside. According to Burben (2000:3) extrinsic motivation is motivation from outside the learner and has to do with external rewards for completion of task. The reinforcement practices of extrinsic motivation can be effective, but excessive use of reward may be decreasingly successful in new situation may foster dependence on teacher, and may undermine intrinsic motivation.

3. The characteristic of students Motivation

The teacher can see their students' motivation in learning English process. It can be seen by the characteristic of students' motivation. According to Nicholson (2007: 22) characteristic of students' motivation, there are interest in learning, participation, focus of the work activities in classroom, and enthusiasm doing task. It means that, the students who have high motivation, they will always enjoy in learning. When the teacher gives task, they will enthusiasm and focus to do task. They will be diligent be doing task and homework. According to Sardiman (2011; 83) the students motivation has four characteristics, they are, (a) Do the task intensively, the students who have high motivation in learning will



show their big interest and full attention to the learning tasks and do a task continually before the task is finished. If the teacher gives task at school, the students will do seriously, (b) Solve the problem seriously, the students have problem in learning, they will solve it seriously. They always try to find the solution whatever the way to solve or have willingness to do it, (c) Never give up easily, If the students get the problem in learning they never give up easily. They will find the solution solve it. They cannot enjoy before they find the solution about their problem, (d) Never get bored to do daily task, the students who have high motivation will be more focus and serious in learning without getting bored when their teachers give them a task regularly.

B. Perception

Perception is interpretation of information received from a person surrounding through sense such as by seeing and hearing. There are some definitions according to experts about perception. According Vanessa (2008:45) state perception is a compromise between what the organism is given and what organism is set to see or wants to see or even what the organism wants to avoid seeing. It means the perception is agreement the made by people about what they want to see and what they do not want to see. In this case, people can give their opinion not only about the thing around them but also about someone else like teachers. According Wood (2009:31), perception is the process of selecting, organizing and interpreting an object. When individuals see or feel an object, they get some information of it and with their knowledge through process of interpret in the brain. The individuals get an image on object can be people, thing, event, situation and activities. It assumes that everything in human environment can get perception by human. Even though the object is same, but the human have different of image about it. It depends how the brain interpret the information

Unumeri (2009:19), perception is the process whereby people select, organize and interpret sensory stimulation into meaningful information about their work environment. It means, perception is an ability to interpret stimulus that have been accepted by our sense as a response from the brain. The statement above also supported by Sobur (2009:446): "*Persepsi dapat didefenisikan sebagai*



proses menerima, menyeleksi, mengorganisasikan, mengartikan, menguji dan memberikan reaksi kepada rangsangan pancaindra atau data”. In short, perception is the process of organizing and interpreting to get image of an object. Human differs in the way to see, interprets and understands a particular event. So, every individual has different point based on their perceptual.

METHODS

The design of this research was descriptive research. According to Gay and Airasian (2000:275) a descriptive research determines and described the way things are. It can be said that in descriptive research only describes about phenomena, and do not find treatment. The researcher chose the descriptive because the researcher wanted to describe about students' perception on teachers communication style on students motivation in learning English at SMP.N 24 Padang. Then the data of this research had gotten from questionnaire in the learning process.

FINDING AND DISCUSSION

For the result of research, the researcher had found that students' perception on teachers' communication style on students motivation in learning English at eight grade in SMP.N 24 Padang is teachers' communication of assertive when student do task intensively, some another results can be described detail as follow:

1. Do the task intensively
 - a. Interest

Students who chose passive as teachers' communication for yes 23% and no 77%. This reason caused that teacher do not care about their students at the class. Teachers asked their students to do task but they do not explain the lesson well. In teacher communication of aggressive, the student chose yes 80% and no 20%, aggressive style was the teachers who were careless about the students. For this style, aggressive teacher often angry if their student do not do their task. This condition makes student fed up. Last, for teacher communication of assertive, the



student chose yes 84% and no 16%. Assertive style helped student in do task , teacher of ten motivated student to do the task in every condition.

b. Full Attention

Student who chose passive as teacher communication for yes 16, 93% and no 83, 07%, although student tried to full attention, teacher did not care about that even through student did not understand what they said. For aggressive, the student chose yes 83, 07% and no 16, 93%. If students paid half attention, the teacher angry directly. Teacher was more aggressive and protective in this condition. On other hand, student who chose assertive as teacher communication as many as yes 100% and no 0%. All of student chose this style because they feel their teacher motivated them to be well.

c. Task continually before the task is Finished

For this section, student chose assertive as teacher communication as many as yes 23% and no 77%. In aggressive yes 80% and no 20%, and in assertive yes 96, 93% and no 2, 07%. This explanation could be concluded that students' perception on teacher communication style on students motivation in learning English , if only teacher communicate well toward student and motivate them to be well, it can be found in assertive style.

d. Solve the problem seriously

There were some numbers found. In passive style, student chose yes 29, 23% and no 70, 77%. For aggressive, yes 58, 47% and no 41, 53% and the last for assertive yes 98, 47% and no 1, 53%. These result concluded that assertive has high score than others in learning process, student needed this style to solve their problem at class.

2. Never give up easily

The student chose passive yes 52, 31% and no 47%. In aggressive students chose yes 64, 62% and no 35, 38% and for assertive, the student chose yes 76, 93% and no 23, 07%. These results could be concluded that teacher who had assertive style will help student to never give up in do task.

3. Never get bored to do daily task



The teachers communication style that rather chose by students was in indikator I. Do the task intensively, this indicator has 3 sections of The First Big Interest, of students many choose teachers who style passive, it was caused, teachers do not care about their students in learning 50%, teachers were indifferent in conducting intensive task, of students choose the aggressive communication style, it was caused, teachers who were careless about their students in learning 40%, and the last of students choose the assertive communication style, it was caused, teachers rather motivated students in learning 80%, because teachers can motivate students in conducting intensive task. The Second, **Full attention**, of students choose a passive communication style, it was caused, teachers do not care about their students in learning 50%, of students choose a aggressive communication style, it was caused, teachers who were careless about their students in learning 60% and **of students choose a assertive communication style 100%**, because they pay full attention to the task if they are assertive teachers (teachers who can help students and students motivate). The Third Task continually before the task is finished, of students choose a communication style passive, it was caused, teachers do not care about their students in learning 50%, students choose a communication style aggressive, it was caused, teachers who were careless about their students in learning 60% and students choose communication style assertive, it was caused, teachers rather motivated students in learning 80%. The second Indikator Solve the problem seriously, of students choose passive communication style, it was caused, teachers do not care about their students in learning 35%, of students choose communication style aggressive, it was caused, teachers who were careless about their students in learning 45% and of students choose a communication style assertive, it was caused, teachers rather motivated students in learning 80%, the indicators third Never give up Easily, of students choose passive, it was caused, teachers do not care about their students in learning 60%, of students choose communication style aggressive, it was caused, teachers who were careless about their students in learning 75% and students choose communication style assertive, it was caused, teachers rather motivated students in learning 80% in the



never give up Easily and fourth indicator, Never get bored to do daily tasks most of students choose communication style passive, it was caused, teachers do not care about their students in learning 50%, students choose communication style aggressive, it was caused, teachers who were careless about their students in learning 70% and students choose communication style assertive, it was caused, teachers rather motivated students in learning 80%.

The researcher found that student chose passive as teacher communication style were yes 50,77% and no 20%, for aggressive, were yes 80% and no 20% and for assertive , yes 98,47% and no 1,53%. These result could be concluded that teacher should have assertive style on their souls, they can motivate their student never get bored to do everything task at the class. Based on the finding above, the researcher found that students' perception on teachers' communication style on students motivation in learning English at eight grade in SMP.N 24 Padang was teacher who had assertive style influence their student in doing the task intensively (Full Attention), as many as 100%.

CONCLUSION

To know students' perception on teachers' communication style on students motivation in learning English , it can be seen on kind of teacher communication style passive, aggressive and assertive. Passive is passive communicator can become more powerful communicator to assert himself, aggressive is someone tried to dominate and threatening, often criticized and blamed the weakness of others for power. His body language looks arrogant and quick to anger if not liking and the teacher communicate with openly to the students and also communication with clearly, then Assertive is assertive communicator, then they will be effective express thoughts and feelings clearly and carefully.

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students choose communication style assertive, it was caused, teachers rather motivated students in learning 80%.

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