THE CORRELATION OF THE TEACHING STYLE OF PPL TEACHER
TO STUDENTS' LEARNING MOTIVATION IN XI IPS I STUDENTS
IN SMA UII YOGYAKARTA

A Thesis

Submitted as the Partial Fulfillment of Sarjana Pendidikan Degree in English Language Education Department, Islamic University of Indonesia

by

Ria Devi Insani

12322041

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

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APPROVAL SHEET

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Approved on 14th January 2017

by

Supervisor

Intan Pradita S.S., M.Hum

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RATIFICATION SHEET

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Defended Before the Board of Examiners on 12 January 2017 and Declared Acceptable

Board of Examiners

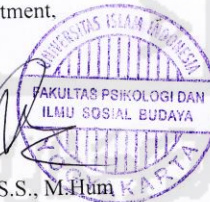|		
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Yogyakarta, 30 January 2017

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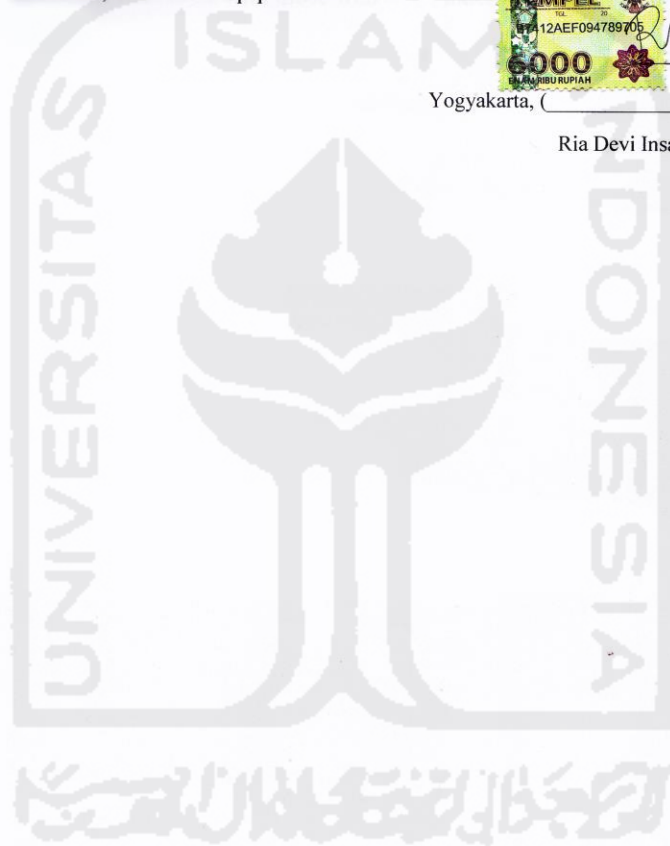
Irma Windy Astuti S.S., M.Hum

STATEMENT OF WORK'S ORIGINALLY

I honestly declare that this thesis, which I have written, does not contain the work or parts the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, (   )

Ria Devi Insani

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MOTTO

"If you cannot find a good companion to walk with, walk alone. It is better to be

alone than to be with those who will hinder your progress" – The Dhammapada

DEDICATION

Gratefully and thankfully, I dedicated this thesis to:

1. My beloved family: Ibu Wiwik, and Babe Rudi, lil' bro Dedek Raki. Especially for my uncle, Om Iwan, lovely aunty, Tante Dewi and their 2 daughters Ayu & Nanda.

2. My beautiful supervisor: Intan Pradita S.S., M.Hum

3. My friends at Department of English Language Education

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On this occasion with great humility, I would like to thank you to all of those who have given me help and guidance so that this thesis can be finished. Completion of writing of this thesis, the author would like to thank to:

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2. Thanks to my dearest part-time lover and full time friend Irfan Andi Suhada for your support, such a great companion. Thank you so much,

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11. Finally, the author say thank you so much indeed for all those who I cannot mention the names. Hopefully this thesis can be useful for us and become the input for the parties in need.

Yogyakarta,_____

Ria Devi Insani

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A.   Background of the Study

Students' motivation is the one of important elements of language learning. The teacher or instructor thinks and do some studies as an effort to maintain a high level of students' motivation in order to make a whole process more successful. It tends to happen because students' learning motivation are close to suitable learning strategies. It is that the students are more motivated when the teaching strategies meet their interest. It is also how the teacher delivers the material to teach English as foreign language. The students also tend to be motivated when the materials are interesting. The higher motivation they gain, it makes the class fun to teach, more natural and the better result they gain.

Marten & Carey (2000); in Herawati (2013) describes the characteristics of students who are motivated, (1) self-confidence: believing in their ability to do something at school. It is very important to encourage them to more study diligently, (2) value at school: students are more motivated when they believe on what is learned at school is useful and appropriate to the real context, (3) focus: students focused on learning, solve problems, and develop their skills, (4) persistence: students do not easily give up in dealing difficulties in learning, (5) planning and monitoring: students always planned task or learning, they pay attention to their progress while doing the task, (6) study management: students will use the time to learn well, learn more

effectively manage time and prioritize their work. While characteristic of unmotivated students by Marten & Carey, (2000) in Herawati (2013) are, (1) anxiety: when students think about the school and the lessons they feel anxious and nervous about their experiences at school, (2) low control: the reduction caused by the student's motivation on how to avoid the bad and how to do good, (3) failure avoidance: students complete tasks from school just because avoiding bad things, and afraid to disappointing parents or teachers at school, (4) self-sabotage: students delay chores at school, do not pay attention to the teacher, not studying at all, or make a joke in class. Knowing these characteristics is important to make a comparison between the characteristic of students at SMA UII Yogyakarta with the existing theories.

Motivation is the underlying reason for a person's behaviors or actions (Guay et al, 2010 in Lai, 2011 p 4). Furthermore, Gredler, Broussard and Garrison (2004) in Lai (2011) broadly describes motivation as aspects that influence a person to do or not do something. There are two kinds of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that is influenced by personal enjoyment, a sense of interest, or just pleasure. Senge, Lengnick-Hall and Sanders (1994) in Williams and Williams, (2011) added intrinsic motivation commonly found in the workplace or in the classroom, where students want to get involved (in discussions or learning), curiosity about the material, the challenge of seeking knows about difficulties encountered, and interaction in the discussion with a teacher or friend. While extrinsic motivation is the impulse to do something for rewards like money, grades, or GPA (Lei, 2010, in Williams and Williams, 2011).

Some researchers are often in contrast to distinguish intrinsic motivation and extrinsic motivation. Teachers or instructors consider intrinsic motivation becomes more desirable for better learning than extrinsic motivation (Deci et al, 1999, in Lai, 2011). Students who are intrinsically

motivated to have a lower risk academically compared to students motivated extrinsically (Dean and Dagostino; Daniels; Bye, Pushkar, and Conway; Afzal, et al, 2010, in Lai, 2011). In this context, the researcher catches a phenomenon that some students in SMA UII Yogyakarta were not intrinsically motivated so that extrinsic motivation applied with penalties imposed to the students in that school, so that they would follow the lessons and tasks that were given.

Under-graduated students in Indonesia whose major in educational programs, have to attend field study program (PPL) program that includes both teaching practice and administrative activity at school. This program is an opportunity to establish and develop the professional competencies required by the work of teachers or other education institutions. The government policy No.14 of 2005 about Teachers and Lecturers, Chapter IV, Article 10 and in Government Regulation No.19 of 2005 about Standards of National Education, Chapter VI Section 3 has confirmed the competence of teachers and education personnel. The competencies include: (1) the pedagogic competence, (2) personal competence, (3) professional competence, and (4) social competence. Targets to be achieved is the personality of the prospective of educators who has a set of knowledge, skills, values and attitudes, and patterns of behavior that are required for the profession as well as competent and accurately use them in education and teaching, both at school and outside of school (Hamalik, 2009, in Munandhar, 2016).

The research on the teaching skills of teachers is not the first time conducted. There are already much to discuss on the matter. This research will be focused on the variety of teaching styles pre-service teacher on a field study program (PPL) in SMA UII Yogyakarta and its correlation on students' motivation. Through the interaction between teachers and students in the learning process, the expected results will lead to changes in student behavior so that the intended purpose is achieved. Therefore, in the process of learning that has been planned, the teacher in the

learning process should implement a method, manner and style of teaching that is relevant to the needs. If the teaching styles used by teacher in managing the learning process right, then the chances of obtaining the results of student learning will be more appropriate to motivate students for learning. So that the objectives to be achieved will be realized. In the process of field study program (PPL) implementation, teachers were trained to use appropriate teaching style to the characteristics and needs of students at the school.

Therefore, teachers have to receive appropriate skill in order to mastering the competencies, both through pre-service training and in-service training. One form of training prospective teachers pre-service is through the establishment of basic teaching skills, both theoretically and practically. In practical terms, the teaching skills can be trained through micro teaching activity (Guide Book of Micro Teaching UNY, 2011: 1).

Based on the researcher's field study program (PPL) at Senior High School UII Yogyakarta in 2015, all the students were mostly happy with the situation in the classroom because the pre-service teacher has brought a good environment to the classroom, and they were followed the lesson as well. On the contrary, when the school teachers went to the classroom and teach them, they did not pay attention very well. The school teacher explains the material, and then assigned tasks to them. Unfortunately, teachers did not give direct feedback, the teacher only gave the score that they think was not important. The teachers at the school also less creative in presenting the material, such as using a power point presentation, to take over the student's attention. The teacher at the school also did not try to use authentic materials such as movie, or song, or newspaper article to make the material more interesting. The less passion of teachers in teaching and delivering lessons it tends to have a negative impact on student motivation to follow the lesson students, they are become lazy, sleepy, not excited, and not paying attention to the lesson. Further information

provided by pre-service teacher of field study program (PPL) at Senior High School UII Yogyakarta in 2016 is similar to the researcher's experience at 2015 about the situation at the classroom while they are being taught by the school teacher.

From the description above it can be concluded that the practice of field study program (PPL) is a activities for pre-service teachers, which includes both the exercise of teaching in the classroom (academic) and practice teaching outside the classroom (non-academic). This activity is an opportunity to establish and foster professional competencies suggested by teachers or other educational staff. Student perception towards field study program (PPL) is able to provide a good experience for those in the field of teaching and managerial at schools and institutions in order to train and develop competencies to be a teacher one of which is formed through the field study program (PPL).

Therefore, it is interesting to know is there any correlation of field study (PPL) program to the students' motivation in XI IPS I that really need attention. Almost all of them are less motivated to learn English, they slept and some students were busy with their own business, did not seem to focus on the material and teacher, they talked and disrupting the other students who are learning. Students at class XI IPS I create a group or "gang" at the classroom to attract the teacher's attention. The principals also gave up to make them obey the school policy. They are less motivated and have the desire to learn and discuss when the pre-service teacher at field study (PPL) program gives the discussion game to them. From the description above, researchers found problems that need to be investigated, the researcher will conduct research using quantitative methods by giving questionnaires to students in XI IPS I classroom to determine whether there is any correlation between field study (PPL) programs to students learning motivation in XI IPS I itself.

This study is required as a reference for pre-service teacher in determining the appropriate method and teaching style to XI IPS I class in SMA UII Yogyakarta. This research is needed in to find out whether is there any correlation between the pre-service teacher's teaching style with students' motivation in class XI IPS I, as an evaluation for administrators of field study (PPL) program for pre-service teacher.

B.   Identification of the Problem

There are several problems which correlate with students' motivation to learning English in the classroom or outside classroom in SMA UII Yogyakarta

1.   Student's Problems

In the second year, most of students of SMA UII Yogyakarta are confused about the material that given by the teacher. They are less motivated to ask the teacher about the material. Most of students just pay attention to the field study teacher to make a joke and not finishing the tasks that are given. Students of SMA UII Yogyakarta mostly from Sumatera, Kalimantan, and Maluku whereas SMA UII is in Yogyakarta. It makes them staying at boarding house, and apart from their parents. Therefore, their parents only pay attention by phone or text.

2.   Material

The school teacher only use the textbook and workbook that given by government or the publisher and not combine it with the authentic material. While the field study teacher are trying to combine it to the classroom game or interesting activity that can motivate students to learn. (Olson, 1997) notes that student motivation be influenced on the extent to which the teachers are able to satisfy the student's need for (1) feeling in control of their learning,

(2) feeling competent, and (3) feeling connected to others. As such, content also must be included to satisfy each of these student needs.

3. Method

School teacher used monotonous method (giving material, listen, and giving task) then the teacher leaf the student without any score and feedback. The effects from these phenomenon are that students tend to be lazy to pay attention to the materials, feel sleepy, and make conversation to each other in the classroom, so the class cannot be controlled. On the other side, field study teacher trying to using pair-work method, and work in group method. The students will be more motivated when they are given choices. Doing something one chosen rather than what one has been told to do, can be very motivating. Having some element of negotiation is better than a classroom that is completely permissive. Some choices might include: who they work with, what book to read, their assignment topic, how the assignment will be presented, and when the assignment is have to submit. However, when offering choices, instructors should construct options that suitable with the students' needs (Williams, Five Key Ingredients for Improving Student Motivation, 2011, p.10)

4. Teacher's Problem

The role of teachers seems to be shifting from theories in to student learning and the learning environment. Therefore, teachers have to be authorized to exercise professional decision making in the classroom to reach the goals. Professional educators should be able to test individual approaches based on strategic goals. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction

to share views on what is effective. Also the teachers use monotonous teaching style, so that students are not motivated to follow the lesson.

C.   Limitation of the Problem

This study is limited to the correlation between teaching styles of pre-service teachers of PPL program to the students' learning motivation in XI IPS I in SMA UII Yogyakarta.

D.   Formulation of the Problem

Based on the limitation of the problem, the researcher decide to make a research question as: is there any correlation between teaching styles of pre-service teachers of PPL program to the students' learning motivation in XI IPS I in SMA UII Yogyakarta.

E.   Objective of the Study

This study is aimed to find out whether there is any correlation between teaching styles of pre-service teachers of field study program (PPL) to the students' learning motivation in XI IPS I in SMA UII Yogyakarta.

F.   Significance of the Study

This study aimed to have some benefit in the English teaching-learning process, especially in students' learning motivation.

1.   Practical Benefit

The result of the study can be reference for those who want to conduct a research in increasing Students Learning Motivation.

2.   SMA UII Yogyakarta

The result of the study will give benefit to SMA UII Yogyakarta as the reference for the next field study (PPL) pre-service teacher at SMA UII Yogyakarta.

3.   Department of English Language Education

The result of the study will give benefit to field study administrator at Department of English Language Education UII for the well preparation to the pre-service field study teacher.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related literature, related studies, hypothesis, and conceptual framework to understand the research comprehensively.

A.   Students' Learning Motivation

Palmer (2007), in Williams and Williams (2011) explains that students who are motivated they pay attention, they start asking questions and voluntarily answered the questions, work tasks, and seemed happy in the classroom. There are five main elements that influence student motivation: teachers, material, learning methodology, the environment, and the student itself. Teachers should be trained well to focus and monitor the learning process, responsive to students. E.g. concerned about the access to students, ability, interest, quality of education, the content delivered related to real life students. Methods and learning process should be interesting, to encourage students to learn more, helpful, providing tools that can be applied to real life students like *realia*. School environment needs to become a place that is safe, easily accessible to students, implemented regulations that educate, and empowering. (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010; in Williams and Williams, 2011) explains that ideally students has many source of motivation at school or with their parents at home. A highly motivated to students bring a positive influence on the process of learning English with a clear objective to achieve their desire to get better score than students who are not motivated, usually they consider learning English is strenuous and tedious. Motivation is important underlying factor in in language learning, and teachers cannot avoid to continuously motivate their students. (Kong, 2009) explains that the students' enthusiasm, commitment, and persistence are the deciding transform a success and

failure. Teachers need to investigate how students become successful or unsuccessful in learning because of the influence their motivation to learn and how they learn.

B. **Kinds of Students' Learning Motivation**

1.   Intrinsic Motivation

Intrinsic motivation is influenced by personal enjoyment, a sense of interest, or just pleasure. Senge, et.al, 1994, in Williams and Williams, 2011) added intrinsic motivation commonly found in the workplace or in the classroom, where students want to get involved (in discussions or learning), curiosity about the material, the challenge of seeking knows about difficulties encountered, and interaction in the discussion with a teacher or friend. While extrinsic motivation is the impulse to do something for rewards like money, grades, or GPA (Lei, 2010, in Williams and Williams, 2011). On the other hand, Arnold (2000) in Wimolmas (2013) says that intrinsic motivation, which refers to learn on their own. Students learn voluntarily to learn something of what they think is important to them. No negative impact on intrinsic motivation, and encourage students to learn without rewards. All students are learning in school is their own volition. Lightbown and Spada (1999) in Wimolmas (2013) adding that the teacher does not have much influence on intrinsic motivation to students, to make students intrinsically motivated is create an good atmosphere of class and supportive environment. Students have the desire to have the new knowledge that they think are interesting which causing the appearance of intrinsic motivation. As Eggen & Kauchak (1994) in Kong (2009) said that intrinsic motivation is a response to the needs of students, high curiosity. This occurs when students work because of the desire that comes from within themselves, to complete the task successfully with or without compensation (Cheryl L. Spaulding, 1992, in Kong, 2009).

2.   Extrinsic Motivation

Extrinsic motivation is when the students are working hard to make parents excited, earning praise from the teacher as a good value or a gift. Cheryl L. Spaulding, (1992) in Kong (2009) explains that extrinsic motivation is a strength that comes from the outside in the form of praise, prizes, and awards in learning English. These things happen because they motivated students because of the things that did not come from within themselves. The reason they do is to get attention of teachers and parents who encourage them to become more active. Extrinsic motivation occurs because of the desire to avoid punishment. This motivation could bring negative effect for students, because if students are motivated by extrinsic they do not learn with the strong intention and not natural, they are just learning for the interests of rewards or punishment. However, Arnold, (2000) in Wimolmas (2013) emphasized the need of extrinsic motivation to take on activities outside school such as homework, or doing something outside of school. When students learn because he promised rewards, he will be motivated to come to class and achieve the objectives that already established. But keep in mind is the balance between rewards and punishment, sometimes students just are afraid of punishment and not concerned with the rewards.

C.   **Instrument of Students' Learning Motivation**

There are two prominent instruments to measure students' learning motivation: Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich, Smith, Garcia, & McKeachie (1991) and Students' Motivation towards Science Learning (SMTSL) by Tuan, Chin, & Shieh (2005).

1.   Motivated Strategies for Learning Questionnaire / MLSQ (1991)

The MSLQ is a self-report instrument that includes 81 items and consist of 7 Likert scale that developed to measure students' motivation orientation and use of learning strategies. The

MSLQ be partitioned into motivation parts and learning strategies. Part motivation consists of three components: the value component that includes an intrinsic goal orientation scale, extrinsic purpose orientation, and the value of the task; expectations component which includes the scales to master confidence and self-efficacy for learning and performance learning; and affective components which include a scale for test anxiety. Part of learning strategy includes two components: cognitive and metacognitive strategies component that includes weights for exercise, elaboration, organization, critical thinking, and metacognitive self-regulation; and resources component management strategy that includes scales for time and learning environment, business regulatory, peer learning, and help seeking (Pintrich, Smith, Garcia & McKeachie; Taylor 2012). The MSLQ economically feasible to manage, available in the public domain, easily scored, and including interpretation for the student profile. Thus, a number of researchers have used MSLQ to a variety of research purposes. The MSLQ, like most tests and instruments, including reliability and validation data to help instrument user determine the suitability for use instrument for measuring this construction. Taylor (2012) is review about MSLQ, by said that, "additional reliability and validity studies are needed to improve the accuracy subscale and to strengthen dimensions of scale".

It means that this tool is designed for use with post-secondary students, and the data presented in manual (Pintrich et al., 1991) based on a sample of 380 students (356 students of a 4 year public universities and 24 students attending a college) within 37 classrooms covering 14 subject domains and 5 disciplines (natural sciences, humanities, social science, computer science, and foreign languages). Although MSLQ has been used extensively by researchers measured the motivation and student learning to use strategies, many researchers also have hired MSLQ to measure motivation and learning strategies used to students in elementary, middle and high school

level. Validated instrument for several waves of data collection. The researcher uses confirmatory factor analysis to estimate the parameters and test the utility of the theoretical model for both subscales of motivation and learning strategies (Pintrich et al., 1993). Confirmatory factor analysis allows developers to specify the items that will be allocated to that factor. Suitable the index is used to assess the fit between the observed data and theoretical each scale. Cronbach's alpha was used to estimate the internal consistency for each fifteen MSLQ sub-scale. Alpha ranged from 0.52 to 0.93 scale to aid the search for self-efficacy scale. The developers claim that the instrument alpha coefficient for the scale MSLQ strong and showed good internal consistency (Pintrich et al., 1993).

Research conducted by Chang entitled 'Students' Perceptions of Teaching Styles and Use of Learning Strategies 'from the University of Tennessee, Knoxville in 2010 this study was conducted to investigate Taiwanese junior high school students' perceptions of their teachers' teaching styles and to determine whether there is a significant relationship between perceived teaching style and learning strategies. Data for this study were collected from a sample of 95 junior high school students enrolled in four classes of Mandarin in Yuanlin Junior High School. That students completing the Teacher's Teaching Style Questionnaire (TTSQ) for Junior High School and these Taiwan version of the Motivated Strategies for Learning Questionnaire (MSLQ) by (Pintrich et al., 1991). The findings of this study led to the following conclusions: (1) students prefer to use learning strategies that allow them to use the time well and choose environment conducive to learning. In addition, they would rather seek help from their teachers or classmates when facing learning difficulties; (2) gender differences in learning to use strategies that are not significant. Among the nine learning strategies, both men and women good students exhibited more use strategies for operations management, help-seeking, and time and management studies;

(3) the dominant teaching styles, as perceived by the students, is indifference; (4) the results revealed that there was no significant relationship between students' perceptions of teaching styles and learning to use strategies.

2.   Students' Motivation towards Science Learning / SMTSL (2005)

SMTSL is a questionnaire that measures students' motivation to learn science. Six scale developed: self-efficacy, active learning strategy, learning the value of science, performance goals, achieving goals, and stimulating learning environment (Tuan et al, 2005). These strategies are also compatible with active learning MSLQ (Pintrich et al, 1991) learning strategies; that is, the students' learning strategies depending on the nature of motivation and learning goals. The items were constituted using five-point Likert-type scales. Items on the scales are anchored at $1 =$ strongly disagree, $2 =$ disagree, $3 =$ no opinion, $4 =$ agree and $5 =$ strongly agree. The Cronbach's alpha for the whole questionnaire is 0.89; for each scale, alpha ranged from 0.70 to 0.89. There was a significant correlation ($p < 0.01$) of the questionnaire SMTSL with scientific attitude of students ($r = 0:41$), and with science achievement tests in the previous semester and now ($rp = 0:40$ and $rc = 0.41$). High and low motivation showed significant differences ($p < 0.01$) in the value of their SMTSL (Tuan et al., 2005). There are six motivation factor in designing their scale in the new questionnaire. The each factor in the questionnaire are: (1) self-efficacy, students believe in their own ability to do well in science learning tasks, (2) active learning strategies, students take an active role in using a variety of strategies to build new knowledge based on their prior understanding, (3) science learning value, is to let students gain problem-solving competence, experience investigation activity, stimulating their own thinking, and discover the relevance of science in everyday life. If they can understand the important values, they will be motivated to

learn science, (4) performance goal, students in science learning goal is to compete with other students and get the attention of the teacher, (5) achievement goal, students are satisfied because they increase their competence and achievements during studying, (6) learning environmental stimulation, in classroom, the surrounding environment learning to students, such as curriculum, teaching style of the teachers, and student interaction are influenced student motivation in science learning. In order to examine whether the SMTSL questionnaire could identify students with different levels of learning motivation, we asked five science teachers to identify students with high, moderate, and low motivation from their classes. One-way analysis of variance was used to analyze whether students with high, moderate and low motivation showed significant difference on SMTSL scores.

For now, SMTSL questionnaire has been used in several studies to junior high and high school students. In particular, the questionnaire is used with samples of 101 senior high school students (grade 11) as a tool to measure the change in students' motives after the implementation of specific learning activities in chemistry courses (Feng et al, 2005, in Dermitzaki et. al, 2012). In two other studies, SMTSL used to determine the effect of a special type of teaching as well as the effects of instructive model on students motivation of learning in the context of science. Regarding these two studies, SMTSL given to 486 and 76 junior high school students, respectively. in another study, in which 295 students participated in eighth grade, differences in students' motivation for the type of teaching methods applied in teaching physical science, such as teaching based on investigation and one is based on the textbook, also measured using which SMTSL (Tsai et al, 2007, in Dermitzaki et. al, 2012). The authors used SMTSL as a tool to assess student motivation. Yen et al (2011) in Dermitzaki et al, in (2012) studied the conceptual change from the teaching some concepts related to chemical reactions, as well as the motif has been in effect this

results for eighth grade students. At the beginning and during the process, SMTSL questionnaires were used to collect data on students' motivation.

In this research, the researcher decides to adapt SMTSL to measure student's learning motivation towards English learning. The researcher use the applications are in the form of adaptation. Tomlinson (2011) state that adaptation is making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. In this study, researchers modify the question in the questionnaire of science to language based on the needs required for this research.

D.   Grasha's Teaching Styles (1996)

During the field study program the students were taught by pre-service teacher with different teaching styles, teaching styles have an impact and when learning a foreign language. There are some students who are motivated to come to class because they like the teaching style of a teacher, teaching style reverse can also reduce students' motivation in class. Teaching style is how a teacher delivering the material, interacting with students, classroom management, control and supervise the process of learning (Sheikh and Nasir, 2014). Differences in teaching style may even lead to the failure of delivery of materials, and the student's behavior and learning process. The teaching styles are the pattern of belief, knowledge, performance and behavior of teachers when they are teaching (Grasha, 1996, in Sheikh and Nasir, 2014). Grasha (1996) propose five different styles of teaching and they are expert style, formal authority, personal model, facilitator style and delegator style. He stressed that the five teaching style are grouped into four groups. The first cluster includes expert style and the style of formal authority; second cluster includes models that personal style, style expert and styles of formal authority; the third cluster included the

facilitator style, role model style and expert style and the fourth group including delegator style, facilitator' style and expert style. Grasha (1996) also supports the idea of seeing the style of teaching in terms of its elements. He defines the style of teaching as some elements that show teachers in each teaching time-behavior, roles, instructional practices, characteristics and beliefs. Each style of teaching is described as follows:

1. Expert Style

   Teachers have a certain knowledge according to the students' needs. Teachers try to maintain specific students' needs to show detailed facts. A teacher with this teaching style is trying to motivate students to improve their competency through various sciences. In general, this teaching style is very ensuring the ability of the students are well prepared.

2. Formal Authority Style

   This teaching style is also called teacher-centered methodology that centered on a sense of responsibility of the teacher as the operator who controlling the learning process. Teachers are very concerned about the feedback that is constructive, who can develop the quality of learning, which provides opportunities for students.

3. Role Model Style

   This teaching style is teachers-oriented, where teachers showed the skills and students imitate. This teaching style supports students to directly engage in role play. Teachers motivate, supervise, and directly show how to do something (role play. The teacher demonstrate and students imitate it.

4. Facilitator Style

   This teaching style centered on students (students-centered). Teachers only act as facilitators and students are given the freedom to achieve objectives in line with the students' passion.

Teachers used to design active group activities such as pair-work or group-work to solve problems.

5. Delegator Style

    With this, students move independently with the plan or not. This teaching style is students-oriented where the teacher does not control the students to learn. Teachers who teach only entrust students to work independently.

    The items in the questionnaire are about the teacher's teaching style either expert style, formal authority, or facilitator style and more. This variable was measured using a questionnaire (self-report questionnaire), adapted from Grasha about teaching style (1996). Questionnaire is used to measure teachers' teaching style preferences. The reliability of the questionnaire showed internal consistency 88 (Grasha, 1996). The questionnaire used a Likert scale with scores range starts from "1" which is not amenable to "5" strongly agree. The questionnaire consists of five styles: a) style expert, b) formal authority, c) role model, d) delegator and, e) facilitators.

E.   Reviews on Relevant Studies

Based on research by Sheikh and Nasir (2014) entitled "Effects of Different Teaching Styles on Students' Learning Motivation Towards English Language Learning at Secondary Level" from Dar-e-Arqam Schools, Lahore and Institute of Education and Research University of the Punjab Lahore this study aimed to evaluate the dominant teaching style of an English teacher, and the influence of different teaching styles on motivation level of students learning English. Every teacher has a different beliefs, philosophy and style of delivering learning materials. The style of teaching is basically affects the motivation of students in the classroom. Student motivation becomes very important factor when the focus is on English as the medium of instruction. English is taught as a compulsory subject at most levels of the education system of Pakistan and most

students cannot afford to pass their final exams in English. Prominent features of this research are: (a) identify different teaching styles of secondary school teachers, (b) to find the motivation level of students' different teaching styles to learning English. This study is limited to ten branches of the private school system of the 25 teachers with different teaching styles, 12 teachers with different styles and whole class they have to explore the effects of different teaching styles on the level of motivation from students to the English Language Learning. An instrument "Know Your Style Teaching" by Sheikh & Nasir (2013) is used by English teachers who teaching English as a compulsory language at a private Secondary School System of Lahore to identify the style of teaching English teacher, another instrument "English Motivational Scale" by Shaukat & Nasir (2013) is used by students enrolled at secondary level, studying English as a compulsory language at a private Secondary School System of Lahore to determine the level of student motivation. Data collected were analyzed using SPSS, version 15. The results reflect that style is most common among students of English are "Delegator", which centered on the students. The next two general style is "Expert" and "Role Models", which centered on the teacher.

The second research investigated by Intan Prawisda Sofiyana (2013) entitled "The influence of Field Study Program (PPL) of Music Education Department UNY to Students' Motivation to be a Teacher" from Yogyakarta State University. This study aims to determine whether there is influence field study program (PPL) to students' motivation to become a teacher at the student participants of field study program (PPL) at Music Education Department UNY 2012. The activities of the field study program (PPL) is basically aimed at the formation of attitudes, personality, character and moral and professional ethics of teachers and as well as the potential to affect an interest in becoming a teacher. This study is a quantitative research with ex post facto approach. The population in this study were students participating in the field study

program (PPL) in 2012 Music Education Department UNY which totaled 120. The samples in this study were 30 students by using Simple Random Sampling. The instrument used was a questionnaire and documentation. While the techniques used in data analysis prerequisite test analysis using normality test and linearity test, and hypothesis testing using simple regression analysis. The results showed a positive influence activities field study program (PPL) (X) on the interest to be a teacher (Y) at the Music Education Department UNY students indicated by the correlation coefficient is positive is 0.84, and the coefficient of determination (R2) X to Y by 0.694. This indicates that the variable interest activities field study program (PPL) has contributed a teacher at the Music Education Department UNY class of 2012 by 69.4%, while 31.6% is determined by other variables not examined.

The last, by Peklaj and Melita (2007) entitled "Students' Motivation and Academic Success in Relation to the Quality of Individual and Collaborative Work during A Course in Educational Psychology" from University of Ljubljana Slovenia. The purpose of this study was to determine whether there are differences in academic motivation for the course and academic success among different groups of students in their quality of individuals and workgroups. The subjects of this study are 143 education students in their 2nd year of studies. At the beginning of the semester they fill Motivation Strategies for Learning Questionnaire - MSLQ (Pintrich, Smith, Garcia, & McKeache, 1991). Also at the start of the first semester, they choose their seminar groups. During the semester, students compiled and presented their seminar work in groups of three. After each presentation, students are given a verbal feedback on their presentation and each member of the group filled with three self-report scale. Each student assess the quality of his / her individual preparation, the quality of the working group for preparation and his / her part of the oral presentation. Students also reported on the intensity of intrusive thoughts during their

presentations. According to the evaluation their individual preparation (IP) and group work (GW), education students assigned to one of the following groups: low IP - low GW, low IP - high GW, high IP – low GW, and high IP - high GW. The results showed that students in four different groups in the following dimensions of motivation: extrinsic motivation, value assignments and anxiety. Groups also vary in self-reports on intrusive thoughts during the presentation, education students self-assessment they teachers' presentations and the presentation was excellent nomination. This conclusion leads us to we must consider the motivation of students before we begin work on specific educational objectives very carefully, especially when developing complex teachers with competencies such as presentation and collaboration skills at the same time. We can promote the motivation of students to choose a relevant, authentic problems related to education students' future profession and thus ensure the accountability of pre-service teacher.

F.   Conceptual Framework

Overall, this study describes the relation between the teaching styles of pre-service teacher on field study program (PPL) with student motivation. To collect the data, the researchers used a questionnaires which are based on Grasha's theory about teaching style and the adaptation of SMTSL questionnaire about motivation in order to find out if there is any correlation of teaching styles of pre-service teacher on field study program (PPL) to students learning motivation to XI IPS I students in SMA UII Yogyakarta. Teaching style is how a teacher delivering the material, interacting with students, classroom management, control and supervise the process of learning (Sheikh and Nasir, 2014). Students' learning motivation are always attached to what is the suitable learning strategies and how the teacher deliver the material to teach English as foreign language. The higher motivation they gain, it make class fun to teach and more natural and the better result they gain. This field study program (PPL) is an opportunity to establish and develop the

professional competencies required by the work of teachers or other education institutions. Targets to be achieved is the personality of the prospective of educators who has a set of knowledge, skills, values and attitudes, and patterns of behavior that are required for the profession as well as competent and accurately use them in education and teaching, both at school and outside of school (Hamalik in Munandhar, 2016)

Briefly, Gredler, Broussard and Garrison (2004) in Lai (2011) describes motivation as aspects that influence a person to do or not do something. Each of these theories have truth but no single theory explains enough about all the motivation in humans because of the fact that the human and the students are very complex beings with complex needs and desires. Motivation also involves a combination of beliefs, perceptions, interests and actions. Several studies showed that motivation can be manipulated by certain behavior, although research shows the negative and positive impacts. The use of rewards can encourage motivation, depends on the type of award in which they are given. Motivation generally begins with the requirements and guidelines for attitude which helps people in achieving their goals. It is also measured by the readiness, about fun things that will be done in learning English. Various methods conducted to determine this complexity and finally the teacher can realize about student motivation are important because they can support teachers to figure out and have a positive impact on the students itself.

In general, field study program (PPL) activities are focused on improving learning skills and school administration. Many other competencies that need to be controlled, so that the demands of teacher competence as required in both the Law on Teachers and Lecturers and the National Education Standards (the Indonesian Government Regulation No. 19 of 2005) can be achieved (Mardiyono, 2006). According to Kamus Besar Bahasa Indonesia (2005: 892) is the practice of real implementation of what is mentioned on the theory. From these definitions, we can

see that the practice is an implementation of the theory in a real state. field study program (PPL) implemented by students including both practice teaching and educational tasks outside of teaching under guidance and integrated to meet the requirements of the teaching profession formation. Field study program (PPL) is one of intracuricular activities carried out by students including teaching practice as well as the tasks of education outside of teaching under guidance and integrated to meet the teaching profession to the terms establishment (Hamalik, 2009, in Sofiyana, 2013).
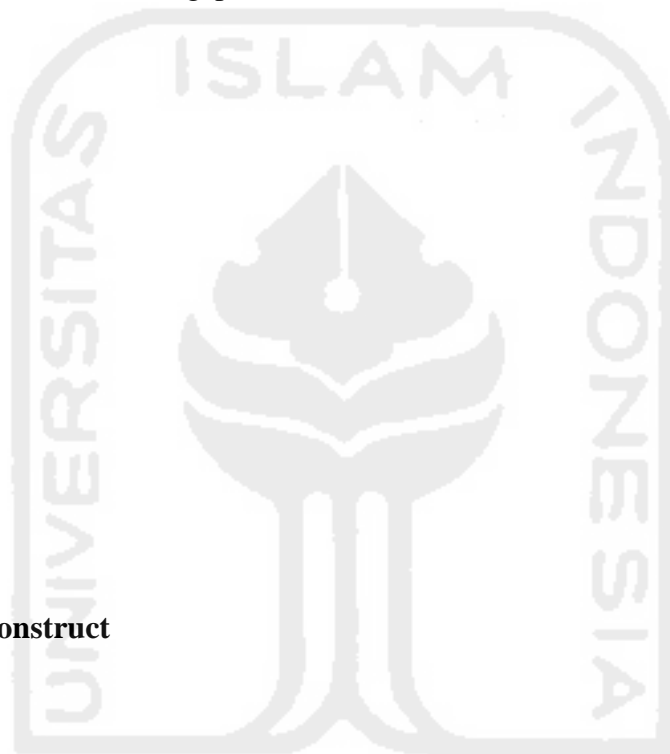
G.   Analytical Construct
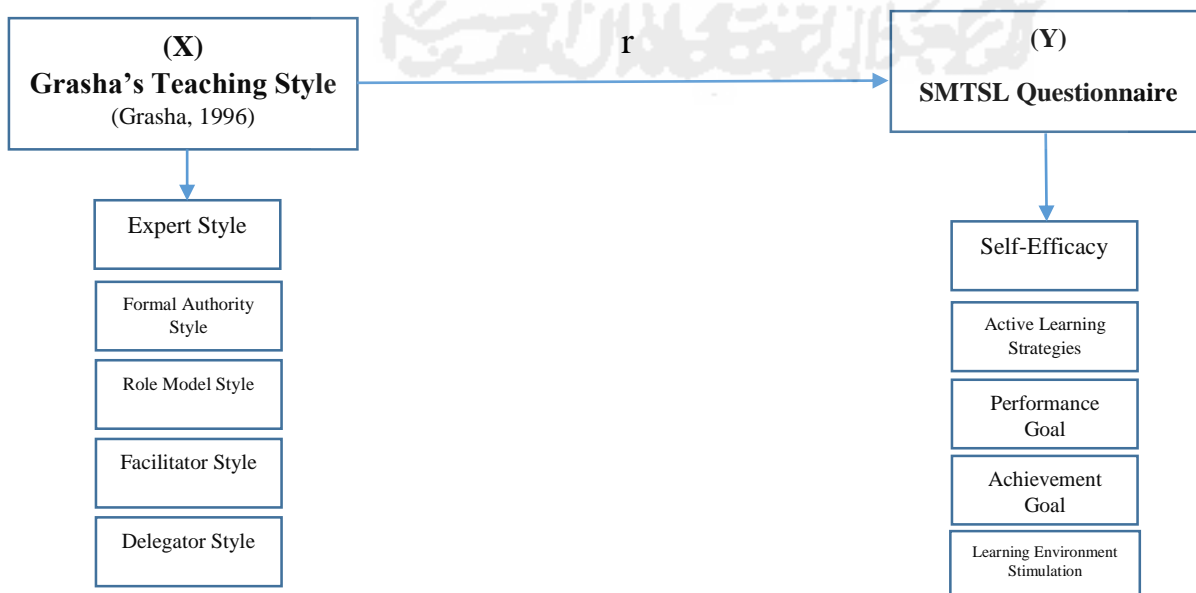
H.   Hypothesis

This subchapter states assumption or prediction about what will happen in a research. Usually, there are two predictions in correlation between teaching style of pre-service teachers on field study program (PPL) to the students' learning motivation in XI IPS I students in SMA UII Yogyakarta; they are Ha (Alternative Hypothesis) and Ho (Null Hypothesis).

H0   : There is no correlation between teaching style of pre-service teacher on field study program (PPL) to the students' learning Motivation in XI IPS I students in SMA UII Yogyakarta.

Ha   : There is correlation between teaching style of pre-service teacher on field study program (PPL) to the students' learning Motivation in XI IPS I students in SMA UII Yogyakarta.

I.   Definition of Key Terms

Students' Motivation   : The process whereby goal-directed activity is instigated and sustained (Pintrich and Schunk, 1996)

Pre-Service Teachers   : College students that involved in a school-based field experience. Under the supervision of a cooperating lecture (Virginia Wesleyan College).

Field Study Program (PPL)   : The activities carried out by educational students including teaching practice as well as the tasks of education outside of teaching under guidance and integrated to meet the teaching profession to the terms establishment (Hamalik in Sofiyana, 2013).

Teaching Styles   : Teaching style is a multidimensional phenomenon on how teacher delivering the material, interacting with students, classroom management, control and supervise the learning process (Sheikh & Mahmood, 2014)
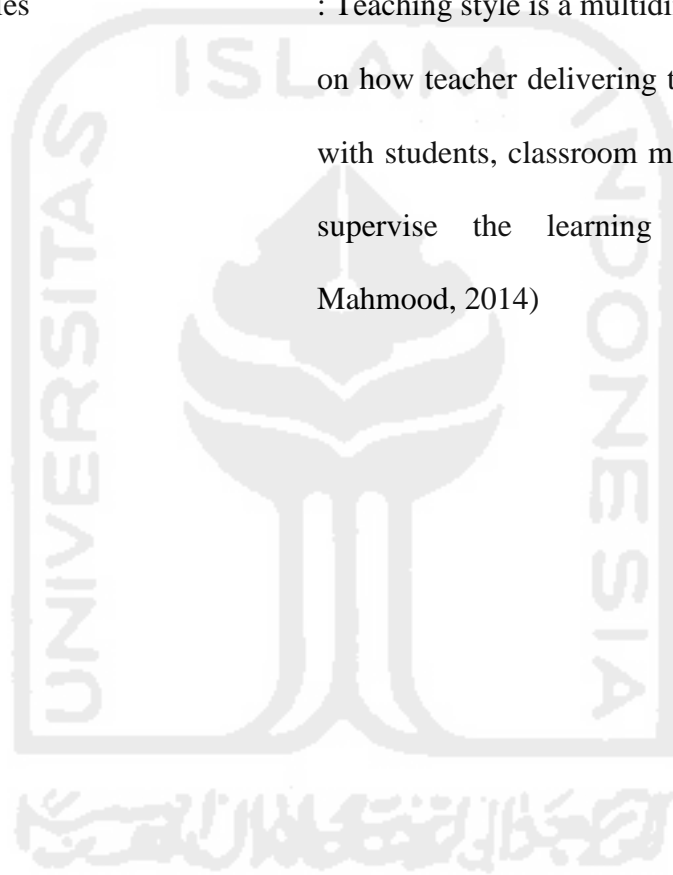
CHAPTER III

RESEARCH DESIGN

This chapter presents methods that the researcher uses, including research design, population and sample, data collecting technique, data analysis, instrument, data analysis techniques, hypothesis testing.

A.   Research Design

This research is quantitative research with correlational design. A quantitative approach is one in which researchers used post-positivist claims to expand knowledge about (which, the cause and effect thinking, the reduction of variables and a specific hypotheses and questions, the use of measurement and observation, and the theory test), it employs strategies such as experimental investigations and surveys, and collect data on predetermined instrument that produces statistical data (Creswell, 2003). There are several types of quantitative research. For instance, it can be classified as (1) survey research, (2) correlational research, (3) experimental research and (4) causal-comparative research. Especially for this research, researcher use correlational research.

Correlational research design allows the researchers to predict the score by hypothesis and describe the relationships between the variables. The researchers did not try to control or manipulate variables such as in the experiment; on the contrary, they are related, using a statistical correlation, two or more scores for each person (eg, student motivation and student achievement

scores for each individual). In a correlational study design, researchers used a statistical test correlations to describe and measure the degree of association (or relationship) between two or more variables or set of values. A correlation is a statistical test to determine a trend or pattern for two (or more) variables or two sets of data varies consistently. In the case of only two variables, this means that two variables share a common variance, or they follow vary together (Creswell, 2012).

Researchers also use this when the researchers will apply knowledge of statistics based on the calculation of correlation statistical tests. There are 2 types of correlation design, which is The Explanatory Design and The Prediction Design. But in this study researchers used the Explanatory Design. The various researcher refer to explanatory correlational study as "relational" study (Cohen & Manion, 1994 in Creswell, 2012), "accounting-for-variance studies" (Punch, 1998, in Creswell, 2012), or "clear" Research (Fraenkel & Wallen, 2000, in Creswell, 2012). An explanatory design is correlational design in which the researcher is interested in extent to which the two variables (or more) co-varied, in which a change in one variable that is related to other changes. Correlational design consists of a simple combination between two variables (Creswell, 2012). When the researchers designed a study reported in the literature, how to identify it as explanatory design. There are characteristics that are common in this type of research is explanatory design as follows: (1) the researchers correlate two or more variables, (2) the researchers collected the data at one point in time, (3) researchers analyzed all participants as a group, (4) researchers have received at least two values for each individual in the group-one for each variable, (5) The researchers reported the use of statistical tests of correlation (or an extension of it) in the data analysis, (6) at least, researchers created the interpretation or concluding from the results of statistical tests.

B. **Population and Samples**

1. Population

Population is the generalization region consisting of the objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions. Population is not just the number that exist, but covers all the characteristics possessed by the subject or the object. One person can be used as a population, because one person's own characteristics (Sugiyono, 2007). There are 2 population in this research, the first is 21 XI IPS students' of SMA UII Yogyakarta and the second is 5 pre-service teachers of field study program (PPL) of PBI UII 2016.

2. Samples

Samples are part of the population. When large populations, and researchers may not learn all about the population, for example because of time, money, and energy. Then the researchers can use the sample drawn from the population numbers. For that, the samples that taken must be truly representative. (Sugiyono, 2007). Mechanical sampling is a sampling technique. To determine the sample to be used in research, there are several types of sampling techniques, are as follows:

- Probability Sampling: (1) simple random sampling, (2) proportionate stratified sampling, (3) disproportionate stratified sampling, (4) area (cluster) sampling.
- Non-probability Sampling: (1) systematic sampling, (2) quote sampling, (3) incidental sampling, (4) purposive sampling, (5) snowball sampling.

In this research, researchers used a purposive sampling. Purposive sampling is a technique of determining the sample with a certain considerations (Sugiyono, 2007). The sampling

technique is based on Isaac & Michael formula for an error rate of 1%, 5% and 10%. The

formula and table used to calculate the number of samples of known population numbers

are as follows:

$$s = \frac{(\lambda^2 \cdot N \cdot P \cdot Q)}{d^2 (N - 1) + \lambda^2 \cdot P \cdot Q}$$

Figure 1. Isaac & Michael Formula

s = sample

$\lambda2$ = chi quadrat, with dk = 1, error rate 1%, 5% dan 10%

N = population

P = Q = 0, 5

d = 0, 05

Table 1. Determination of the number of samples of the population with an error rate of 1%, 5% and 10%

N	S		
	1%	5%	10%
10	10	10	10
15	15	14	14
20	19	19	19
25	24	23	23
30	29	28	27
35	33	32	31
40	38	36	35
45	42	40	39

50	47	44	42
55	51	48	46

In this research, there are 21 students of the XI IPS I students at Senior High School UII Yogyakarta in academic year 2015/2016 as the population. After calculated with the formula Isaac & Michael above, showed samples as much as 19 to 1% error rate.

C. Data Collecting Technique

There are 2 variables in this research, independent variable and dependent variable. According to Sugiyono (2007) independent variable is variable that affect or cause changes or the emergence of the dependent variable. While the dependent variable is the variable that is affected by the independent variable. In this research it can be concluded that the teaching style can be referred to the independent variable and students' learning motivation as the dependent variable. The questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to answer. As well as an efficient data collection techniques if researchers know for certain variables to be measured and know what to expect from the respondents. Questionnaires are also suitable if the number of respondents is quite large and specific region (Sugiyono, 2007). In this research, researcher uses two types of questionnaire, the first is Grasha's Teaching Styles Questionnaire to determine the teaching style of pre-service teacher when field study program (PPL) at Senior High School UII Yogyakarta and the second is SMTSL questionnaire to calculate a students' motivation.

1. The Instrument of Data Collection

    a. SMTSL Questionnaire (2005)

SMTSL is a questionnaire that measures students' motivation to learn science. Six scale developed: self-efficacy, active learning strategy, learning the value of science, performance goals, achieving goals, and stimulating learning environment (Tuan et al, 2005). These strategies are also compatible with active learning MSLQ (Pintrich et al, 1991) learning strategies; that is, the students' learning strategies depending on the nature of motivation and learning goals. The items were constituted using five-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = no opinion, 4 = agree and 5 = strongly agree. The Cronbach's alpha for the whole questionnaire is 0.89; for each scale, alpha ranged from 0.70 to 0.89. There was a significant correlation (p <0.01) of the questionnaire SMTSL with scientific attitude of students (r = 0:41), and with science achievement tests in the previous semester and now (rp = 0:40 and rc = 0.41). High and low motivation showed significant differences (p <0.01) in the value of their SMTSL.

For the purposes of this study, a questionnaire SMTSL translated from English to Indonesian. A double forward translation procedure was implemented to preserve the meaning, denotation, and conceptual equivalence of each item (Sumathipala and Murray, 2000, in Dermitzaki et. al, 2012). The researcher's supervisor and a graduate of MA TEFL at University who are experts in the field of literary translation Indonesia involved as the validator of the translation questionnaire. All of them are native Indonesian speaker with excellent knowledge and eloquent of English. Initially, the questionnaire independently translated from English to Bahasa Indonesia by the researcher. After that, the three versions of the questionnaires are compared over several group meetings to resolve differences and develop consensus on appropriate translation. Small changes in the words of some items

follow this process of data collection. In this research, the researcher decides to adapt SMTSL to measure student's learning motivation towards English learning. The researcher use the applications are in the form of adaptation. Tomlinson (2011) state that adaptation is making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. In this study, researchers modify the question in the questionnaire of science to language based on the needs required for this research. This questionnaire filled out by 21 XI IPS students' in SMA UII Yogyakarta.

b.   Grasha's Teaching Styles Questionnaire (1996)

The items in the questionnaire are about the teacher's teaching style either expert style, formal authority, or facilitator style and more. This variable was measured using a questionnaire (self-report questionnaire), adapted from Grasha about teaching style (1996). Questionnaire is used to measure teachers' teaching style preferences. The reliability of the questionnaire showed internal consistency 88 (Grasha, 1996). The questionnaire used a Likert scale with scores range starts from "1" which is not amenable to "5" strongly agree. The questionnaire consists of five styles: a) style expert, b) formal authority, c) role model, d) delegator and, e) facilitators. This questionnaire filled out by 5 pre-service teacher of field study program (PPL) of PBI UII 2016.

2.   Validity of the Instrument

According to Sugiyono (2007) valid are the instrument could be used to measure what should be measured. The valid instrument means a measuring tool used to obtain the data in accordance with what is being researched. In this research, researcher uses two

types of questionnaire, the first is Grasha's Teaching Styles Questionnaire to determine the teaching style of pre-service teacher when field study program (PPL) at Senior High School UII Yogyakarta and the second is SMTSL questionnaire to calculate a students' motivation.

Grasha's teaching styles questionnaire is used to measure teachers' teaching style preferences. The questionnaire used a Likert scale with scores range starts from "1" which is not amenable to "5" strongly agree. The questionnaire consists of five styles: a) style expert, b) formal authority, c) role model, d) delegator and, e) facilitators. Based on research that conducted by Pying (2014) respondents were asked to evaluate their teachers' teaching style by providing answers in the form of Likert scale. All items on the style of teaching is not compiled in one particular group that pre-service teacher is not affected by this research. Pilot tests were conducted, and obtained an item, the results of Cronbach's alpha are 0.80.

SMTSL is a questionnaire that measures students' motivation to learn science. Six scale developed: self-efficacy, active learning strategy, learning the value of science, performance goals, achieving goals, and stimulating learning environment (Tuan et al, 2005). These strategies are also compatible with active learning MSLQ (Pintrich et al, 1991). The items were constituted using five-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = no opinion, 4 = agree and 5 = strongly agree. The Cronbach's alpha for the whole questionnaire is 0.89; for each scale, alpha ranged from 0.70 to 0.89 (Tuan et al, 2005).

Thus, the both questionnaire used to determine the teaching style of pre-service teacher and the SMTSL questionnaire to calculate a students' motivation is valid

3.   Reliability of the Instrument

Sugiyono (2007) states that reliable is an instrument which, if used to measure the same object, will show the same results. By using a reliable instrument for data collection, that obtained will reliable research results. It depending on the characteristics of the object to be studied, and the researchers' ability to use the instruments. Cronbach α used in the correlation number to determining the consistency of the items of the scale with the whole scale and their learning styles. This coefficient is used as a criterion for both the reliability and validity. Due to a high correlation indicates both consistency item's learning style (sub-scale) it and the variables measured by the scale, and thus that measure the same construct (Baykul et., al, 2010).

Grasha's teaching styles questionnaire is used to measure teachers' teaching style preferences. The questionnaire used a Likert scale with scores range starts from "1" which is not amenable to "5" strongly agree. The questionnaire consists of five styles: a) style expert, b) formal authority, c) role model, d) delegator and, e) facilitators. Based on research that conducted by Pying (2014) based Grasha-Reichman Teaching Styles Inventory (1996) which is very reliable and accurate test and retest validity. This inventory is an instrument which can be taken from some previous research journals that allowed use in the assessment of teachers' teaching styles. The Grasha- Reichman Teaching Styles Inventory is the preferred choice in the study as it does not restrict only one teacher teaching style but provide a more comprehensive perspective of flexibility in accordance with the teaching style of the time, advanced skills teachers, certain subjects are taught and so forth. This style of teaching a group of Grasha-Reichman also component focused and more realistic to the teaching style of teachers in some subjects that taught.

SMTSL is a questionnaire that measures students' motivation to learn science. Six scale developed: self-efficacy, active learning strategy, learning the value of science, performance goals, achieving goals, and stimulating learning environment (Tuan et al, 2005). These strategies are also compatible with active learning MSLQ (Pintrich et al, 1991). The items were constituted using five-point Likert-type scales. Items on the scales are anchored at 1 = strongly disagree, 2 = disagree, 3 = no opinion, 4 = agree and 5 = strongly agree. The Cronbach's alpha for the whole questionnaire is 0.89; for each scale, alpha ranged from 0.70 to 0.89 (Tuan et al, 2005).

D.   Data Analysis Techniques

A total of 5 sets of forms Grasha's teaching style that is distributed to 5 pre-service teacher of field study program (PPL). Pre-service teachers are given 30 minutes to answer the questionnaire carefully. As well as 95 sets SMTSL questionnaire distributed to students of class XI IPS I, students are given 30 minutes to answer a questionnaire so that they can respond calmly the items. All questionnaire are collected by researchers on the same day it was distributed and key in data in SPSS software for analysis.

Descriptive and inferential statistics were used to analyze the data. Spearman's Rank correlation coefficient is used to identify and test the strength of a correlation between two sets of data. It is often used as a statistical method to aid with either proving or disproving a hypothesis. Once the data has been collected, Excel can be used to calculate and graph Spearman's Rank Correlation to discover if a correlation exists between the two sets of data, and how strong this correlation is. Spearman rank correlation is a non-parametric test that is used to measure the degree of association between two variables. It was developed by Spearman's, thus it is called the Spearman rank correlation. Spearman rank correlation test does not assume any assumptions about

the distribution of the data and is the appropriate correlation analysis when the variables are measured on a scale that is at least ordinal. In order to compute Spearman's rho for two variables whose values have been ranked, the numerical difference in the respective ranks are used. Suppose that there are two variables X and Y. For each case that is observed, the rank of the case for each of the variables X and Y is determined by ordering the values from low to high, or from high to low (Gingrich, 2010). Spearman's rank correlation test does not make any assumptions about the distribution. The assumptions of Spearman's rho correlation are that data must be at least ordinal and scores on one variable must be monotonically related to the other variable (Gingrich, 2010). A monotonic relationship is a relationship that does one of the following: (1) as the value of one variable increases, so does the value of the other variable; or (2) as the value of one variable increases, the other variable value decreases.

E.   Hypothesis Testing

The final step in analyzing the data is to find out whether there is a significant correlation between teaching style and students' learning motivation. To know the results of this study, the authors analyzed the data by using Spearman's Rank Correlation Coefficients. In this study used two hypothesis testing approaches and approaches the critical value Probability (P) values, as follows:

$$r_o \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum_X 2 - (\sum X)^2\}\{N \sum_Y 2 - (\sum Y)^2\}}}$$

Figure 2. Hypothesis Testing (Critical Value Approach)

r_o = correlation coefficient between X and Y

$\sum$XY   = sum of cross products of deviation scores of X and Y

$\sum X$ = total score of X

$\sum Y$ = total score of Y

N   = number of respondents

X   = teaching style

Y   = students' learning motivation

Criteria   : If $r_o > r_t$ means there is correlation and Hα is accepted, Ho is rejected

           : If $r_o < r_t$ means there is no correlation and Hα is rejected, Ho is accepted

To find r_t use formula degree of free (df) = N-2

H0   : there is no correlation between teaching style of pre-service teacher on field study program (PPL) to the students' learning Motivation in XI IPS I students in SMA UII Yogyakarta.

Ha   : there is correlation between teaching style of pre-service teacher on field study program (PPL) to the students' learning Motivation in XI IPS I students in SMA UII Yogyakarta.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports the research finding of the statistical data analysis in answering the correlation of teaching style to students' learning motivation. Additionally, tables and figure were also presented to give detailed explanations.

A. Findings

The findings of this study resulted 2 variables: Teaching Style and Students' Learning Motivation. Detailed data is presented in subchapter C, and D.

B. Respondents Characteristic

In this research, researcher gave SMTSL questionnaire in 21 XI IPS I that have been taught by pre-service teacher of field study program (PPL), 1 student was dropped out so the questionnaires were delivered to 20 students. From 20 questionnaires that have been collected there are 7 questionnaires that error. As well as Grasha's Teaching Style questionnaire were given to 5 pre-service teachers of field study program (PPL) PBI UII 2016. Here is presented the respondents based on their characteristics:

1.   Respondent's Gender

Table 2. Respondents' Gender of XI IPS students'
Source: Primary Data, 2016

Gender	Respondent	Percentage (%)
Man	6	46.2
Woman	7	53.8
Total	**13**	**100**

Table 3. Respondents' Gender of pre-service teachers of PPL program
Source: Primary Data, 2016
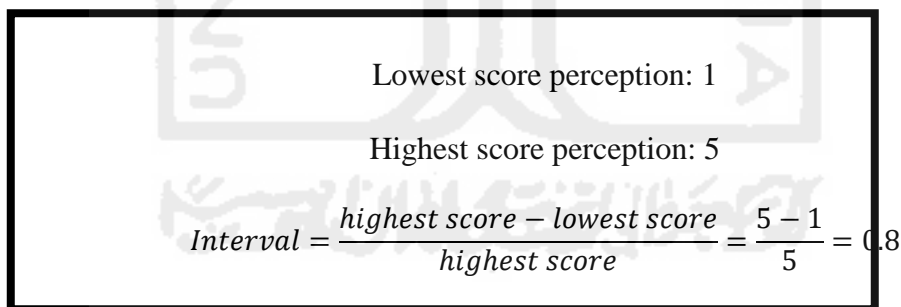
Gender	Respondent	Percentage (%)
Man	4	80%
Woman	1	20%
Total	**5**	**100**

Based on the students' answer that have been taught by pre-service teacher of field study

program (PPL), there were 6 or 46.2% are man and 7 or 53.8% are woman. The number of

respondents was selected equally between male and female students due to the writer

assumed that they had similar experience on receiving material from pre-service teacher of

field study program (PPL). As well as 5 pre-service teacher of field study program (PPL)

PBI UII 2016.

C.   Descriptive Analysis (Normality Test)

The data were analyzed descriptively in order to investigate the research variables, namely Teaching Style and Students' Learning Motivation. This research studied students' experience during learning with pre-service teacher of field study program (PPL). The data showed that students' answer differed from score 1 as the lowest and 5 as strongly agree. The criteria of students' assessment were determined at interval below:

This analysis explains descriptive respondents' assessment of all research variables, namely Teaching Style and Students' Learning Motivation. Based on the results of questionnaire answers can be known the result that given by students experience that have been taught by pre-service teacher of field study program (PPL) and the teaching style for each teacher with the lowest response ranges strongly disagree with the highest score of 1 and answer with a score of 5 is strongly agree. In determining the criteria for student assessment can be performed at intervals as follows:

Lowest score perception: 1

Highest score perception: 5

$$Interval = \frac{highest\ score - lowest\ score}{highest\ score} = \frac{5-1}{5} = 0.8$$

Figure 3. Interval of Score Criteria

Thus obtained the perception limits are as follows:

Table 3. Score Criteria

Score Interval	Score Criteria

1.00 < score ≤ 1.8	Strongly Disagree
1.8 < score ≤ 2.60	Disagree
2.60 < score ≤ 3.4	Neutral
3.4 < score ≤ 4.2	Agree
4.2 < score ≤ 5.0	Strongly Agree

The Chi Square is 0,8. In fact the minimum coefficient should be at least 1 to be said as normally distributed. That the data does not meet the assumption parametric data. Thus, the correlation analysis should be either Spearman's rho or Kendall (Creswell, 2003).

1. SMTSL Variables

The questionnaire in Bahasa Indonesia so that the data obtained are not biased. When filling out the questionnaire, XI IPS students are less focused so it needs assistance by school teachers to supervise them in filling out questionnaire. The results of 35 questions on SMTSL questionnaire can be shown in the following table:

Table 4. SMTSL Questionnaire Variable Score

No	Question Variables	Average	Criteria
1	Belajar bahasa inggris mudah	4.12	Setuju
2	Tidak percaya diri memahami bahasa inggris	2.35	Tidak Setuju
3	Yakin mengerjakan ujian dengan baik	4	Setuju
4	Bahasa inggris sulit	2.52	Tidak Setuju
5	Mudah menyerah jika menemui kesulitan	1.75	Sangat Tidak Setuju
6	Lebih suka bertanya pada teman	3.95	Setuju
7	Tidak suka menemukan kesulitan	2.45	Tidak Setuju

8	Mencoba memahami materi baru	3.63	Setuju
9	Menghubungkan materi baru dengan lama	2.49	Tidak Setuju
10	Mempelajari materi dari berbagai sumber	2.89	Netral
11	Berdiskusi untuk memahami materi	4.36	Setuju
12	Memahami materi dengan pemahaman	3.97	Setuju
13	Mencari tahu letak kesalahan	4.03	Setuju
14	Mencoba memahami materi yang sulit	4.05	Setuju
15	Mencari tahu perbedaan materi baru & lama	3.88	Setuju
16	Bahasan inggris dapat dikehidupan sehari-hari	3.77	Setuju
17	Bahasa inggris merubah cara berpikir	3.98	Setuju
18	Bahasa inggris bisa menjawab pertanyaan	3.66	Setuju
19	Penting berpartisipasi dalam setiap proses belajar	3.95	Setuju
20	Belajar menjawab rasa ingin tahu	4.57	Sangat Setuju
21	Belajar agar mendapatkan nilai baik	4.03	Setuju
22	Belajar agar unggul dari lainnya	4.05	Setuju
23	Belajar agar mendapat perhatian dari teman	4.01	Setuju
24	Belajar agar mendapat perhatian dari guru	3.83	Setuju
25	Puas mendapat nilai ujian yang baik	4.04	Setuju
26	Puas bias memahami materi	4.01	Setuju
27	Puas jika mampu menjawab pertanyaan guru	3.78	Setuju
28	Puas jika guru menerima jawaban	3.92	Setuju
29	Puas jika teman-teman menerima jawaban	4.61	Sangat Setuju
30	Bahasan inggris sangat menarik	3.49	Setuju
31	Penyampaian guru menarik	3.26	Setuju
32	Guru tidak memberi tekanan pada siswa	3.43	Setuju

No	Question Variables	Average	Criteria
33	Guru memberi perhatian	3.11	Netral
34	Materi bahasa Inggris sangat menantang	3.28	Netral
35	Materi bahasa inggris terlibat dalam diskusi	3.49	Setuju
	Average SMTSL	**3.62**	**Setuju**

Based on Table 4 above, respondents' score on SMTSL variables is the indicator of the motivation of students who were taught by pre-service teacher of field study program (PPL). It explained that 13 respondents were having average score of 3.62 (agree) to SMTSL variable. Meanwhile the lowest score is 1.75 which means that students strongly disagree to give up in learning English quickly.

2. Grasha's Teaching Style Variables

The results of 35 questions on Grasha's Teaching Style questionnaire can be shown in the following table:

Table 5. Grasha's Teaching Style Questionnaire Variable Score

No	Question Variables	Average	Criteria
1	Faktor yang dicapai adalah fakta, konsep, dan pendirian	3.6	Agree
2	Menentukan standar yang tinggi	3.8	Agree
3	Setiap perkataan dan perbuatan sesuai dengan murid tentang materi	3.2	Neutral
4	Tujuan Mengajar dan Metode yang digunakan mengarah pada keberagaman cara belajar siswa	4	Agree
5	Bekerja mandiri dengan sedikit bimbingan dari guru	3.2	Neutral
6	Membagikan pengetahuan dan keahlian adalah penting	4.6	Strongly Agree

7	Memberi umpan balik negative jika hasil tidak memuaskan	3.4	Neutral
8	Aktivitas di kelas mendukung untuk mengembangkan ide siswa	3	Neutral
9	Menghabiskan waktu untuk memberikan konsultasi	4	Agree
10	Aktivitas di kelas mendukung untuk mengembangkan ide siswa	4.2	Agree
11	Topic bagian penting untuk mendapatkan cara pandang lebih luas terhadapt masalah	3.4	Neutral
12	Siswa menggambarkan standar hari saran apan sebagai sesuatu yang keras dan kaku	3.4	Neutral
13	Memberi saran agar mudah memahami materi	3.6	Agree
14	Membuat kelompok diskusi	4.2	Agree
15	Siswa mendesain tentang pengalaman belajar mandiri	4.2	Agree
16	Siswa meninggalkan pelajaran dengan persiapan yang baik	3.2	Neutral
17	Menentukan apa yang harus dilakukan siswa	3.6	Agree
18	Ilustrasi tentang materi adalah pengalaman pribadi	3.8	Agree
19	Mengarahkan siswa untuk aktif	3.8	Agree
20	Mengembangkan kemampuan siswa untuk berpikir dan bekerja secara mandiri	3.8	Strongly Agree
21	Menjelaskan materi	3.8	Agree
22	Memberi pedoman	3.6	Agree
23	Menunjukkan bagaimana menggunakan pendirian dan konsep	3.6	Agree
24	Aktifitas dikelas mendukung siswa berinisiatif dan tanggung jawab	3.6	Agree
25	Siswa bertanggung jawab dalam bagian mengajar dikelas	4	Agree

26	Keahlian untuk menyelesaikan ketidaksetujuan tentang materi	3.4	Agree
27	Kelas memiliki tujuan spesifik yang ingin dicapai	3.8	Agree
28	Siswa menerima komentar secara lisan dan tulisan	3.6	Agree
29	Mendapat saran untuk materi	3.4	Neutral
30	Siswa menentukan langkah sendiri dalam menyelesaikan tugas	3.8	Agree
31	Guru adalah sumber pengetahuan	4	Agree
32	Jelas pada silabus	4.2	Agree
33	Cara berpikir siswa sama dengan guru	4	Agree
34	Memberi pilihan dalam menyelesaikan tugas	3.4	Neutral
35	Pendekatan mengajar	4.2	Agree
36	Ada materi lebih dikelas daripada waktu menjelaskan	4	Agree
37	Standar harapan yaitu mengembangkan kedisiplinan	4	Agree
38	Sebagai pelatih	3	Neutral
39	Memberi dukungan untuk mengikuti kelas	4	Agree
40	Berperan sebagai sumber yang tersedia untuk siswa	3.8	Agree
	Rata-rata SMTSL	**3.75**	Agree

Based on Table 5 above can be explained that the 5 respondents, on average, the respondents provide score of 3.75 (agree) to Grasha's Teaching Style variables. Respondents' score to each variables of Grasha's Teaching Style is the way of teaching style of pre-service teacher of field study program (PPL) to the students. While the lowest score on these variables are the indicators of activity in class support students to develop ideas 3 (neutral).

D.   Correlation Analysis

This section presents the correlations of Teaching Style of Pre-service Teacher of Field Study Program (PPL) to Students' Learning Motivation. In this case, it will be seen how a direct correlations Teaching Style of Pre-service Teacher of Field Study Program (PPL) to Students' Learning Motivation by knowing the major correlations and hypothesis testing. The first stage is done by formed a regression model to determine the correlations of Teaching Style of Pre-service Teacher of Field Study Program (PPL) to Students' Learning Motivation. The results are as follows:

Table 6. Correlation Results

Correlations

			SMTSL	TS
Spearman's rho	SMTSL	Correlation Coefficient	1.000	.477
		Sig. (2-tailed)	.	.000
		N	65	65
	TS	Correlation Coefficient	.477	1.000
		Sig. (2-tailed)	.000	.
		N	65	65

E.   Discussion

Correlation analysis is a method used to determine the correlation between variables major either descriptively or scientifically. Testing through the result of large correlation can be explains in general about the correlation between the variables that are tested. The following are the

categories of the correlation coefficient with the aim to determine whether the correlation coefficient has a strong correlation strength or vice versa. Here are the results of the correlation analysis:

Table 7. Score Interpretation of Correlation

R	Interpretation
0	No Correlation
0,01 – 0,20	Very Low
0,21 – 0,40	Low
0,41 – 0,60	Moderate
0,61 – 0,80	Enough
0,81 – 0,99	High
1	Very High

Based on Table 6 shows that the correlation of 0,477. Such correlations have meaning that there is a significant relationship between Teaching Style of Pre-service Teacher of Field Study Program (PPL) to Students' Learning Motivation is the higher Teaching Style score it is means the higher SMTSL score. The correlation formed of 0.477 indicates that between Teaching Style of Pre-service Teacher of Field Study Program (PPL) to Students' Learning Motivation have a moderate correlations. Here is a correlation analysis of the tested scientifically:

H0 : There is no correlation between teaching style of pre-service teacher on field study program (PPL) to the students' learning Motivation in XI IPS I students in SMA UII Yogyakarta.

Ha : There is correlation between teaching style of pre-service teacher on field study program (PPL) to the students' learning Motivation in XI IPS I students in SMA UII Yogyakarta.

Level of Significance

$\alpha = 0.05$

Critical Area

H0 is rejected if sig $< \alpha$

The statistic test

Based on the table 6, sig $= 0,000$

$0,000 < 0.05$

Decision

Sig $< \alpha$ → reject H0

$0.000 < 0.005$ → reject H0

Conclusion

The data proved that it rejected H0 confidently in the level of 95% or there is a relationship between SMTSL and TS.
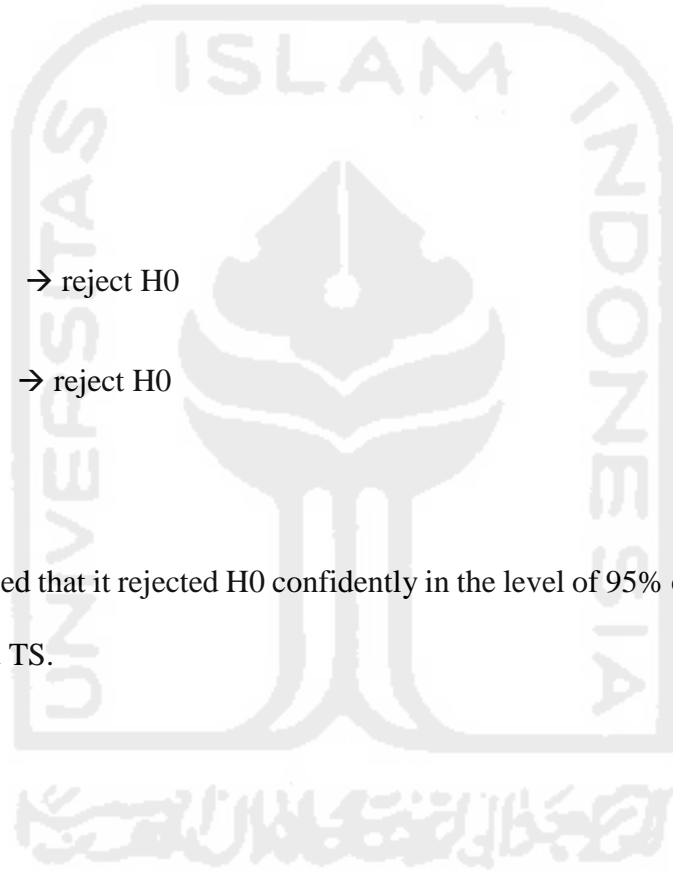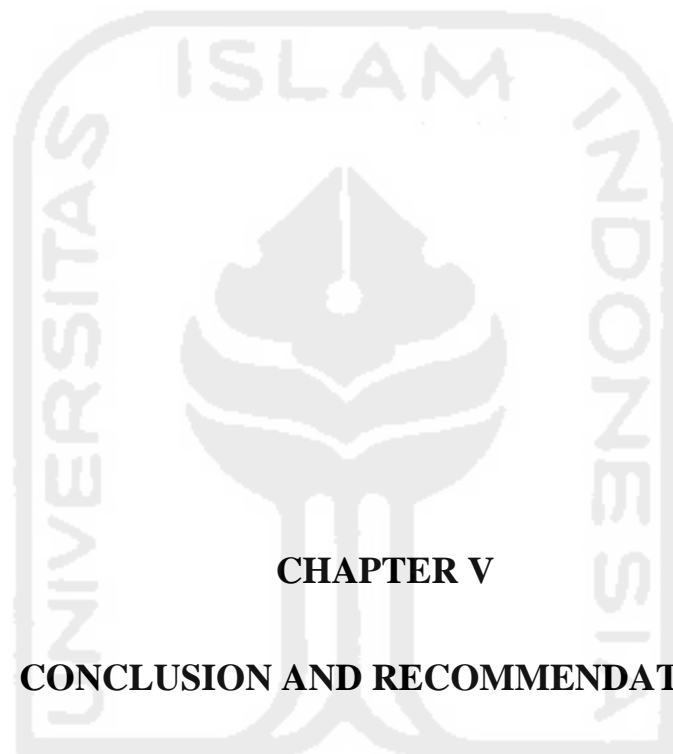
CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents summary of the research based-on research findings in previous chapter and recommendation for further research.

A. Conclusion

This research concludes that students' in XI IPS I in SMA UII Yogyakarta are motivated by teaching style of pre-service teacher from Department of English Language Education from Islamic University of Indonesia. This is no surprise as they are students of Senior High School who often feel bored when taught by English teacher at that school with the teaching styles and

monotonous methods and material. With certain strategy, students may feel happy and comfortable to follow the lessons they are intrinsically motivated by the material that given by teacher, and the teaching style of teacher. Based on the variables of the SMTSL questionnaire, it can be seen the lowest score was 1.75 on the question of "when the activity in the classroom is difficult, I give up or only do the easy parts" indicates that there is a desire to not give up and tried to work and complete activities that given by pre-service teacher.

In addition, finding of the research show that Hα is accepted and Ho is rejected, which means that there is correlation between pre-service teacher teaching style and students learning motivation. There is different coefficient correlation between SMTSL questionnaire and Grasha's Teaching Style Questionnaire, coefficient correlation between SMTSL (3,26) lower than Grasha's Teaching Style (3,75). Data indicate that a lower level of students' motivation would be related to the low of pre-service teacher teaching style. With these findings, the pre-service teacher have to be able to determine the style of teaching that will be used in teaching XI IPS I, because teaching style is used also related to the motivation of students to attend classes in the class.

Based on identification the problem there are several factor that correlated between teacher's teaching styles to the students' learning motivation. The school teacher used monotonous method (giving material, listen, and giving task) then the teacher leave the student without any score and feedback. The effects from these phenomenon are that students tend to be lazy to pay attention to the materials, feel sleepy, make conversation to each other in the classroom, so the class cannot control.

B. Recommendation

In general, recommendations provided in this research are divided into three parts. The first part is suggestion for improvement of field study program (PPL) preparation among PBI students

and the administrator of field study program (PPL), the second part is suggestion to SMA UII Yogyakarta, especially for English teachers at that school. The third part is recommendation for further studies.

The first part is recommendation for the improvement of field study program (PPL) preparation by the administrator of field study program (PPL). Researcher suggestion for administrator of field study program (PPL) or lecture of micro teaching subject to give a choice about the teaching style not only about the teaching method, and lesson plan, while the pre-service teacher were practice teaching in the front of class, they are known about their own teaching style to teach in the real classroom. Because the teaching style and the teaching method is important part of teaching, it is about how the teacher interact with the students. This may result in becoming active teacher. Whereas for the pre-service teacher, it is important to find out who is your students, what about their characteristic. It needed more than once or twice time to observe the each class, to find out further information about your students.

The second part is suggestion to SMA UII Yogyakarta, researcher suggestion for English teachers at SMA UII Yogyakarta to be more creative in deliver the material in order to make the class is fun to teach and not monotonous. English teachers at SMA UII Yogyakarta also can practice the teaching style and method more varied, which refers to several theories about the teaching style and method of teaching English. English teachers at SMA UII Yogyakarta also can conduct classroom action research to find out the further problem at that school.

The third part is recommendation for further studies, in future research, it is recommended that the number of the participants be increased. It is recommended to find out the correlation of different teaching style to the students' learning motivation, how to determine the suitable teaching

style of low motivated students at school, and find out the influence of teaching style and students' learning motivation.

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Appendix

Appendix 1

Grasha'

Teaching Style Survey
(Grasha-Riechmann)

The following is a Grasha-Riechmann teaching style survey. Respond to each of the items below in terms of how you teach.

If you teach some courses differently than others, respond in terms only of one specific course. Fill out another survey for the course(s) that you teach in a different style.

Try to answer as honestly and as objectively as you can.

Resist the temptation to respond as you believe you should or ought to think or behave, or in terms of what you believe is the expected or proper thing to do.

Respond to questions below by using the following rating scale:

1 = strongly disagree | 2 = moderately disagree | 3 = undecided | 4 = moderately agree | 5 = strongly agree

			1 = strongly disagree
1.	Facts, concepts, and principles are the most important things that students should acquire.	Response: ☐	2 = moderately disagree
2.	I set high standards for students in this class..	Response: ☐	3 = undecided
3.	What I say and do models appropriate ways for students to think about issues in the content.	Response: ☐	
4.	My teaching goals and methods address a variety of student learning styles.	Response: ☐	4 = moderately agree
5.	Students typically work on course projects alone with little supervision from me.	Response: ☐	5 = strongly agree
6.	Sharing my knowledge and expertise with students is very important to me.	Response: ☐	
7.	I give students negative feedback when their performance is unsatisfactory.	Response: ☐	1 = strongly disagree

8.	Activities in this class encourage students to develop their own ideas about content issues.	Response: ☐
9.	I spend time consulting with students on how to improve their work on individual and/or group projects.	Response: ☐
10.	Activities in this class encourage students to develop their own ideas about content issues.	Response: ☐
11.	What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.	Response: ☐
12.	Students would describe my standards and expectations as somewhat strict and rigid.	Response: ☐
13.	I typically show students how and what to do in order to master course content.	Response: ☐
14.	Small group discussions are employed to help students develop their ability to think critically.	Response: ☐
15.	Students design one of more self-directed learning experiences.	Response: ☐
16.	I want students to leave this course well prepared for further work in this area.	Response: ☐
17.	It is my responsibility to define what students must learn and how they should learn it.	Response: ☐
18.	Examples from my personal experiences often are used to illustate points about the material.	Response: ☐
19.	I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	Response: ☐
20.	Developing the ability of students to think and work independently is an important goal.	Response: ☐

2 = moderately disagree

3 = undecided

4 = moderately agree

5 = strongly agree

1 = strongly disagree

2 = moderately disagree

3 = undecided

4 = moderately agree

5 = strongly agree

1 = strongly disagree | 2 = moderately disagree | 3 = undecided | 4 = moderately agree | 5 = strongly agree

21.	Lecturing is a significant part of how I teach each of the class sessions.	Response: ☐
22.	I provide very clear guidelines for how I want tasks completed in this course.	Response: ☐
23.	I often show students how they can use various principles and concepts.	Response: ☐

1 = strongly disagree

2 = moderately disagree

3 = undecided

24. Course activities encourage students to take initiative and responsibility for their learning.	Response: ☐	**4 = moderately agree** **5 = strongly agree**
25. Students take responsibility for teaching part of the class sessions.	Response: ☐	
26. My expertise is typically used to resolve disagreements about content issues.	Response: ☐	
27. This course has very specific goals and objectives that I want to accomplish.	Response: ☐	
28. Students receive frequent verbal and/or written comments on their performance.	Response: ☐	**1 = strongly disagree** **2 = moderately disagree** **3 = undecided** **4 = moderately agree** **5 = strongly agree**
29. I solicit student advice about how and what to teach in this course.	Response: ☐	
30. Students set their own pace for completing independent and/or group projects.	Response: ☐	
31. Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	Response: ☐	
32. My expectations for what I want students to do in this class are clearly defined in the syllabus.	Response: ☐	
33. Eventually, many students begin to think like me about course content.	Response: ☐	
34. Students can make choices among activities in order to complete course requirements.	Response: ☐	
35. My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	Response: ☐	**1 = strongly disagree** **2 = moderately disagree** **3 = undecided** **4 = moderately agree** **5 = strongly agree**
36. There is more material in this course than I have time available to cover it.	Response: ☐	
37. My standards and expectations help students develop the discipline the need to learn.	Response: ☐	
38. Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	Response: ☐	
39. I give students a lot of personal support and encouragement to do well in this course.	Response: ☐	
40. I assume the role of a resource person who is available to students whenever they need help.	Response: ☐	

Appendix 2

The Original Version of SMTSL

Directions for students

This questionnaire contains statements about your willingness in participating in this science class. You will be asked to express your agreement on each statement. There are no "right or "wrong" answers. Your opinion is what is wanted. Think about how well each statement describes your willingness in participating in this class.

Draw a circle around

1. if the statement you strong disagree
2. if the statement you disagree
3. if the statement you have no opinion
4. if the statement you agree
5. if the statement you strong agree

Be sure to give an answer for all questions. If you change your mind about an answer, just cross it out and circle another.

Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all statements.

Name_____;
Teacher's Name_____
School_____;
Grade_____;
Male_____ Female_____
Science Class; Biology_____ Physical Science_____

A.	Self-Efficacy	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Whether the science content is difficult or easy, I am sure that I can understand it.	1	2	3	4	5
2.	I am not confident about understanding difficult science concepts.(−)	1	2	3	4	5

3.	I am sure that I can do well on science tests.	1	2	3	4	5
4.	No matter how much effort I put in, I cannot learn science $(-)$	1	2	3	4	5
5.	When science activities are too difficult, I give up or only do the easy parts. $(-)$	1	2	3	4	5
6.	During science activities, I prefer to ask other people for the answer rather than think for myself. (-)	1	2	3	4	5
7.	When I find the science content difficult, I do not try to learn it $(-)$	1	2	3	4	5
B.	Active Learning Strategies	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
8.	When learning new science concepts, I attempt to understand them.	1	2	3	4	5
9.	When learning new science concepts, I connect them to my previous experiences.	1	2	3	4	5
10.	When I do not understand a science concept, I find relevant	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
	resources that will help me.					
11.	When I do not understand a science concept, I would discuss with the teacher or other students to clarify my understanding.	1	2	3	4	5
12.	During the learning processes, I attempt to make connections between the concepts that I learn.	1	2	3	4	5
13.	When I make a mistake, I try to find out why.	1	2	3	4	5
14.	When I meet science concepts that I do not understand, I still try to learn them.	1	2	3	4	5
15.	When new science concepts that I have learned conflict with my previous understanding, I try to understand why.	1	2	3	4	5
C.	**Science Learning Value**	**Strongly Disagree**	**Disagree**	**No Opinion**	**Agree**	**Strongly Agree**
16	I think that learning science is important because I can use it in my daily life.	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
17.	I think that learning science is important because it stimulates my thinking.	1	2	3	4	5
18.	In science, I think that it is important to learn to solve problems.	1	2	3	4	5
19.	In science, I think it is important to participate in inquiry activities.	1	2	3	4	5
20.	It is important to have the opportunity to satisfy my own curiosity when learning science.	1	2	3	4	5
D.	**Performance Goal**	**Strongly Disagree**	**Disagree**	**No Opinion**	**Agree**	**Strongly Agree**
21.	I participate in science courses to get a good grade. ($-$)	1	2	3	4	5
22.	I participate in science courses to perform better than other students. ($-$)	1	2	3	4	5
23.	I participate in science courses so that other students think that I'm smart.(-)	1	2	3	4	5

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
24.	I participate in science courses so that the teacher pays attention to me.(-)	1	2	3	4	5
E.	**Achievement Goal**	**Strongly Disagree**	**Disagree**	**No Opinion**	**Agree**	**Strongly Agree**
25.	During a science course, I feel most fulfilled when I attain a good score in a test.	1	2	3	4	5
26.	I feel most fulfilled when I feel confident about the content in a science course.	1	2	3	4	5
27.	During a science course, I feel most fulfilled when I am able to solve a difficult problem.	1	2	3	4	5
28.	During a science course, I feel most fulfilled when the teacher accepts my ideas.	1	2	3	4	5
29.	During a science course, I feel most fulfilled when other students accept my ideas.	1	2	3	4	5
F.	**Learning Environment Stimulation**	**Strongly Disagree**	**Disagree**	**No Opinion**	**Agree**	**Strongly Agree**

30.	I am willing to participate in this science course because the content is exciting and changeable.	1	2	3	4	5
31.	I am willing to participate in this science course because the teacher uses a variety of teaching methods.	1	2	3	4	5
32.	I am willing to participate in this science course because the teacher does not put a lot of pressure on me.	1	2	3	4	5
33.	I am willing to participate in this science course because the teacher pays attention to me.	1	2	3	4	5
34.	I am willing to participate in this science course because it is challenging.	1	2	3	4	5
35.	I am willing to participate in this science course because the students are involved in discussions.	1	2	3	4	5
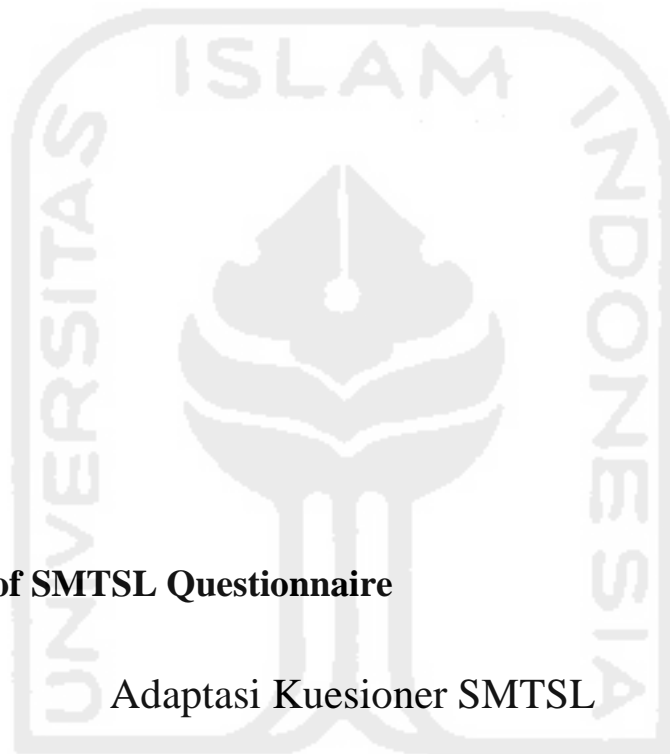
Appendix 3

The Adaptation of SMTSL Questionnaire

Adaptasi Kuesioner SMTSL

Petunjuk:

Kuesioner ini berisi pernyataan tentang kesediaan anda untuk berpartisipasi dalam kelas Bahasa Inggris yang diajarkan oleh guru PPL. Anda akan diminta untuk mengungkapkan persetujuan Anda pada setiap pernyataan. Tidak ada jawaban "benar" atau "salah". Pendapat Anda adalah apa yang Anda ingin jawab.

Lingkari di angka (1) jika Anda sangat tidak setuju

Lingkari di angka (2) jika Anda tidak setuju

Lingkari di angka (3) jika Anda tidak memiliki pendapat

Lingkari di angka (4) jika Anda setuju

Lingkari di angka (5) jika Anda sangat setuju

Pastikan untuk memberikan jawaban untuk semua pertanyaan!

Nama   :

Nama guru   :

Sekolah   :

Kelas   :

Mata Pelajaran   :

A.	Kepercayaan Diri	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1.	Pelajaran Bahasa Inggris itu mudah, Saya yakin dapat memahaminya.	1	2	3	4	5
2.	Saya kurang percaya diri dalam memahami pelajaran Bahasa Inggris.	1	2	3	4	5
3.	Saya yakin akan mengerjakan ujian Bahasa Inggris dengan baik.	1	2	3	4	5
4.	Saya sudah sangat berusaha memahami pelajaran Bahasa Inggris, namun saya tetap tidak bisa.	1	2	3	4	5
5.	Ketika Saya menemui kesulitan dalam pelajaran Bahasa Inggris, Saya mudah menyerah dan tidak mencoba pada bagian yang mudah.	1	2	3	4	5

		Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
6.	Selama pelajaran Bahasa Inggris, Saya lebih suka bertanya kepada teman daripada berpikir untuk mengerjakan sendiri.	1	2	3	4	5
7.	Ketika Saya menemukan kesulitan dalam mempelajari Bahasa Inggris, Saya tidak mencoba untuk mempelajari itu.	1	2	3	4	5
B.	**Strategi Pembelajaran Aktif**	**Sangat Tidak Setuju**	**Tidak Setuju**	**Netral**	**Setuju**	**Sangat Setuju**
8.	Ketika mempelajari materi baru pada pelajaran Bahasa Inggris, Saya mencoba untuk memahaminya.	1	2	3	4	5
9.	Ketika mempelajari materi baru pada pelajaran Bahasa Inggris, Saya mencoba menghubungkan dengan materi sebelumnya.	1	2	3	4	5
10.	Ketika Saya tidak mengerti tentang pelajaran Bahasa Inggris, saya mencoba mempelajari dari buku atau internet yang dapat membantu saya.	1	2	3	4	5
11.	Ketika Saya tidak mengerti tentang pelajaran Bahasa Inggris, Saya mencoba berdiskusi dengan Guru atau	1	2	3	4	5

		Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
	Teman untuk mencocokkan pengetahuan Saya.					
12.	Selama pelajaran Bahasa Inggris berlangsung, Saya mencoba menghubungkan materi dengan pengetahuan yang Saya tentang Bahasa Inggris.	1	2	3	4	5
13.	Ketika Saya membuat kesalahan dalam mempelajari Bahasa Inggris, Saya mencoba mencari tahu dimana letak kesalahan Saya.	1	2	3	4	5
14.	Ketika saya menemukan materi yang sulit pada pelajaran Bahasa Inggris, Saya mencoba untuk memahami materi tersebut.	1	2	3	4	5
15.	Ketika materi baru pada pelajaran Bahasa Inggris sangat berbeda dengan materi sebelumnya, Saya mencoba mencari tahu apa perbedaannya.	1	2	3	4	5
C.	**Penilaian Terhadap Pelajaran Bahasa Inggris**	**Sangat Tidak Setuju**	**Tidak Setuju**	**Netral**	**Setuju**	**Sangat Setuju**
16	Saya pikir pelajaran Bahasa Inggris itu penting karena Saya dapat menggunakannya di kehidupan sehari-hari.	1	2	3	4	5

17.	Saya pikir pelajaran Bahasa Inggris itu penting karena dapat merubah cara berpikir saya.	1	2	3	4	5
18.	Dalam mempelajari Bahasa Inggris, saya pikir Bahasa Inggris penting untuk dipelajari untuk menjawab semua pertanyaan yang diberikan.	1	2	3	4	5
19.	Dalam mempelajari Bahasa Inggris, saya pikir penting untuk berpartisipasi dalam setiap proses belajar.	1	2	3	4	5
20.	Saya pikir sangat penting untuk memiliki kesempatan untuk menjawab rasa ingin tahu saya ketika mempelajari Bahasa Inggris.	1	2	3	4	5
D.	Tujuan Belajar	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
21.	Saya mengikuti pelajaran Bahasa Inggris untuk mendapatkan nilai yang baik.	1	2	3	4	5
22.	Saya mengikuti pelajaran Bahasa Inggris untuk memahami Bahasa Inggris lebih dari teman-teman Saya.	1	2	3	4	5
23.	Saya mengikuti pelajaran Bahasa Inggris untuk mendapat perhatian dari teman-teman	1	2	3	4	5

		Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
	Saya bahwa Saya murid yang pintar.					
24.	Saya mengikuti pelajaran Bahasa Inggris untuk mendapat perhatian dari Guru.	1	2	3	4	5

E.	Tujuan Pembelajaran	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
25.	Ketika mempelajari Bahasa Inggris, Saya merasa puas ketika mendapatkan nilai yang baik saat ujian.	1	2	3	4	5
26.	Saya merasa sangat puas ketika Saya merasa memahami materi pada pelajaran Bahasa Inggris.	1	2	3	4	5
27.	Ketika mempelajari Bahasa Inggris, Saya merasa puas ketika menyelesaikan soal-soal atau menjawab pertanyaan yang diberikan oleh Guru.	1	2	3	4	5
28.	Ketika mempelajari Bahasa Inggris, Saya merasa puas ketika Guru menerima jawaban dari Saya.	1	2	3	4	5
29.	Ketika mempelajari Bahasa Inggris, Saya merasa puas ketika teman-teman di kelas menerima jawaban dari Saya.	1	2	3	4	5

F.	Lingkungan Belajar	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
30.	Saya bersedia mengikuti pelajaran Bahasa Inggris karena materi pada pelajaran Bahasa Inggris sangat menarik.	1	2	3	4	5
31.	Saya bersedia mengikuti pelajaran Bahasa Inggris karena Guru menyampaikan pelajaran dengan menarik.	1	2	3	4	5
32.	Saya bersedia mengikuti pelajaran Bahasa Inggris karena Guru tidak memberi tekanan kepada Saya.	1	2	3	4	5
33.	Saya bersedia mengikuti pelajaran Bahasa Inggris karena Guru memberikan perhatian kepada Saya.	1	2	3	4	5
34.	Saya bersedia mengikuti pelajaran Bahasa Inggris karena materi pada pelajaran Bahasa Inggris sangat menantang.	1	2	3	4	5
35.	Saya bersedia mengikuti pelajaran Bahasa Inggris karena materi pada pelajaran Bahasa Inggris Saya sangat terlibat pada diskusi.	1	2	3	4	5