

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about background of the study, formulation of the research problem, research objective, research hypothesis, significance of the study, scope and limitation and definition of key terms.

A. Background of the Study

The teacher is an important aspect in the teaching learning process because he or she influences students to be good students in the learning process. (Matijevic, 1993, p. 17) stated that Because he understands pedagogy, didactics, and teaching methods that are systematized human experiences and the art of education, the teacher is the leader and organizer of the educational process. It means that teachers not only teach, but also educate their students, as part of their responsibility as educators. Good teachers will encourage students to participate in the teaching and learning process. Teachers should be polite, sympathetic, love, and concern with the students in the learning process (Robinson, 1988). The teacher is also actively involved in guiding the students. If students are having difficulty learning the material, the teacher should help them review or explain the material.

Meanwhile, in teaching and learning English there is communication between teacher and students, by creating appropriate communication it can make the goal of teaching and learning English run well. Communication is impossible without shared information and assumptions between speakers and listeners. (Stubbs, 1983:1, as cited by Nurhayati,2016). With communication, people can have a good relationship in society. According to Thill (200;4) Communication is the process of sending and receiving messages. Effective communication occurs when the individual receiving the information shares the same understanding as the person sending it, resulting in a new way of thinking. Everyone has their own way of communicating with others, especially teachers, who are expected to have a good communication

style so that students can easily understand the material that they deliver.

The broad ways of people communicate with others is called Communication styles. Communication styles refer to the various ways in which people communicate with one another. Communication styles become effective during the learning process if students can receive and understand the learning material as well as provide positive feedback to the students. Then, because teachers have different ways of communicating with students, the majority of teachers have different communication styles. Lanz (2015) under the title “critical analysis of management communication style” analyzed that there are three main communication styles: passive communication style, aggressive communication style, and assertive communication style. For the first, teachers who utilize a passive communication style may convey their thoughts, feelings, and desires. Second, an aggressive communication style displays one's actual feelings, desires, and offends others. And the third is an assertive communication style, which can boost students' confidence in the learning process and is essential to create a healthy relationship between teachers and students so that students can push themselves to learn English.

Motivation is an important aspect in reaching the target language. If a person is not motivated, he or she will not want to learn the target language. There is a theory of motivation from (Dalyono, 2005: 55) he stated that Motivation is the driving force behind any activity, and it can originate from both within and beyond. It indicates that a process is defined by a change in a person, and changes in a person can take various forms, including changes in knowledge, understanding, attitudes and behaviors, skills and talents, reaction power, acceptance power, and other characteristics of your personality. As a result, when the teacher and students in the classroom have a supportive relationship, it can produce a healthy classroom environment. Because it allows students to be motivated and involved in the learning process.

Teaching English in junior high school consists of four language skills: listening, reading, speaking, and writing. Understanding English begins with teaching English in junior high school. Teachers must always

maintain good communication skills when teaching English to students in order to boost their enthusiasm in learning English. Meanwhile, communication in the classroom differs greatly from communication in everyday situations. We must understand that in classroom interactions, communication serves the secondary function of exchanging ideas and acting in various ways through language or linguistic forms, rather than the primary function of inducing learning in students or learners (Faerch and Kasper, 1983:21).

Based on observations obtained when the researcher performed observations at MTs Darissulaimaniyyah Durenan Trenggalek, there are several types of student personalities, which include: (1) Some students are excited when they hear their teacher's explanations in class. (2) Some students are not paying attention when their teachers are teaching English in class. (3) In addition, there were some pupils who did not pay attention to the teacher's explanation in class. Based on the phenomenon, the researcher discovered that the student's perception of the teacher's communication style has an impact on the student's motivation to learn English, and that this is dependent on the teacher themselves. If the teacher communicates effectively in class, students will learn English more effectively. It piques the researcher's curiosity to learn about the students' perceptions of the teacher's communication style and their motivation to study English.

There are some previous studies that correlate with teacher's communication style and explain about student's perception toward interaction between teachers and students. The first is study from Salija(2017) from State Makassar University, Indonesia with the title "Communication Styles used by Effective EFL Teacher in Classroom Interaction". This study used a mixed technique approach. This study's instruments were a questionnaire, an observation, and an interview. This study's sample included 265 students from SMA Ummul Mukminin boarding school Makassar for the academic year 2017/2018. Three experienced English teachers participated in the study.

Second previous study was journal written by Jusriati(2020) from Universitas Muhammadiyah Palopo, Indonesia with the title

“Communication Styles in EFL Classroom Interaction”. The descriptive qualitative method was used in this study. The descriptive qualitative research approach was utilized to investigate the phenomenon of the teacher's communication styles in EFL classroom interaction. The solitary participant in this study is a teacher from SMA Negeri 3 Palopo. Purposive sampling was used to select the participant. The researcher used an audio recorder and field notes to perform observations.

The last previous study was written by Putri (2017) from STKIP PGRI Sumatera Barat, Indonesia with the title “Students’ Perception on Teacher’s Communication Style on Student’s Motivation in Learning English”. The descriptive technique is used in this investigation. Questionnaires and interviews are the data collection methods employed. This study's participants were students from SMPN 4 PADANG's VIII E and VIII H classes. Data is statistically presented using percentages, frequencies, arithmetic means, and standard division.

Based on first and second previous study, the researchers only focus on how appropriate teacher communication is to be practiced when learning English, they did not pay attention to the perceptions of the students themselves. Whereas, Students perception is one unit that can't be separated in learning process. The third research from Putri (2017) shows the results of the data from the second grade of SMPN 4 PADANG had successful to make the students motivated. Due to the reason above, the researcher want to conduct a research based on the last previous research, but the researcher used the likert scale to make the research data more accurate. Here, the researcher interested in conducting research entitled **“Student’s Perception Towards Teacher’s Communication Style In Teaching English at 8th Grade of MTs Darissulaimaniyyah”**

B. Formulation of Research Problem

Based on the background of the problem above can be formulated as follows :

1. How are the students' perceptions on teachers' communication style in teaching English?
2. What is the appropriate communication style used by the teacher to improve student's motivation in learning English?

C. Objective of the Research

Based on the research problem above, the objective of the research is;

1. To know how the students' perceptions on teachers' communication style in teaching English?
2. To find out the appropriate communication style used by the teacher to improve students' motivation in learning English

D. Significance of the Research

The researcher hopes that the results of this research will give some contributions to English language learning, as follows:

1. For English Teacher

From this research the teacher will know about the appropriate communication style that correlate with the students perception in English teaching and learning process.

2. For Researcher

This research can develop the researcher knowledge about students' perception toward kind of teacher's communication style and its application during the teaching-learning process.

3. For Other Researcher

The result of this research can be the basis for conducting various further researches.

E. Scope and Limitation of the Research

The scope of this research covers students from second grade of MTs Darissulaimaniyyah because they have experience and understood a lot about their teacher communication style especially in English learning process. So, the focus of the research is to know the student's perceptions toward teacher's communication style on students motivation in learning English at VIII – A and VIII – B of MTs Darissulaimaniyyah Trenggalek.

F. Definitions of Key Terms

In order to avoid ambiguity and misunderstanding of key terms used, the researcher gave the definition of the terms as follows:

a) Students Perception

Students' perceptions can be summarized as the students' capacity to justify their own beliefs and distinguish them from research presented in class.

b) Teachers' Communication Style

Communication style here can be conclude as the way of communication that delivered by the teacher to the student through the media, gestures that cause certain effects.

c) Teaching and Learning English

Teaching is defined as interacting with students in order to facilitate their understanding and application of knowledge, concepts, and procedures in order to improve students' motivation in learning English.