

CHAPTER IV

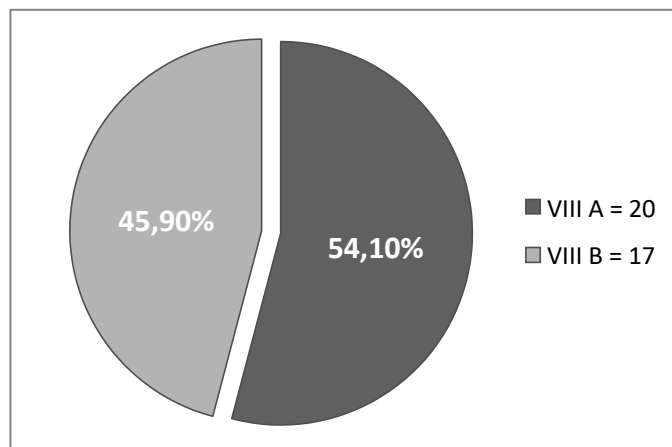
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the finding and discussion. The finding designed to answer the research problem and the discussion was to discuss the findings of this research.

A. Findings

In this part, the researcher presented the results of the questionnaire of the student's perception toward teacher's communication style on students motivation in learning English at VIII A and VIII B class in the MTs Darissulaimaniyyah Durenan Trenggalek. The respondent from this questionnaire were 20 (54,1%) students from VIII A and 17 (45,9%) students from VIII B with total 37 students from both of class.

Diagram 4.1 Respondents of Questionnaire



For the result of this questionnaire, the researcher had defined into 3 (three) main categories adapted from journal written by Putri (2017) from STKIP PGRI Sumatra Barat entitled "students perception on teachers communication style on students motivation". The first category was students perception on teachers communication style when the teacher give instructions to do the task intensively. Second category was students perception on teachers communication style when the teacher give instructions to never give up easily. And the last category was students perception on teachers communication style when the teacher give

instructions to Never get bored to do the daily tasks.

1. Students Perception on Teachers Communication Style When The Teacher Give Instructions to Do The Task Intensively

In this part, the researcher explain the result into 4 (four) indicators, there were interest,full attention, task continually before task is finished, and solve the problem seriously.

a) Students' perception of "Teachers Communication Style" when the teacher increases students' interest in learning English

The first indicator was students interest. Here the researcher defined the investigating statements into 3 (three) different aspect. The result of each statements could be seen below.

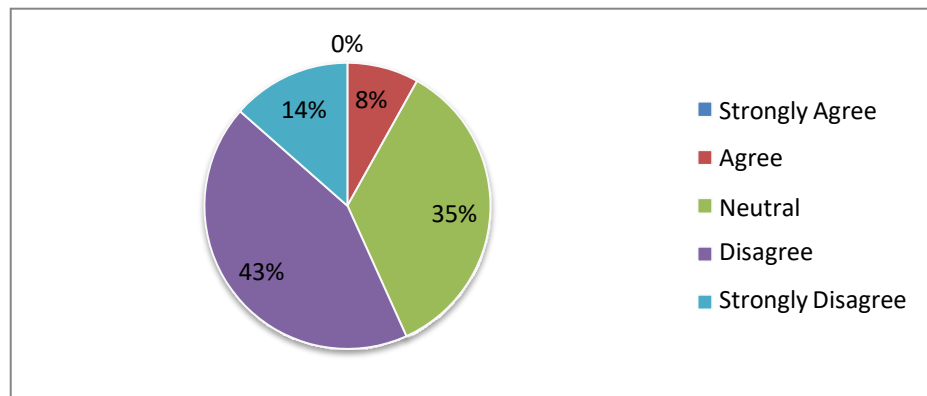


Diagram 4.2 the teacher giving directions to do the task intensively with a firm tone

Here, The result of statement number 1 (one) shown that 16 students or 43,24% of the students have responses “Disagree” when the teacher giving directions to do the task intensively with a firm tone (Aggressive Communication Style)

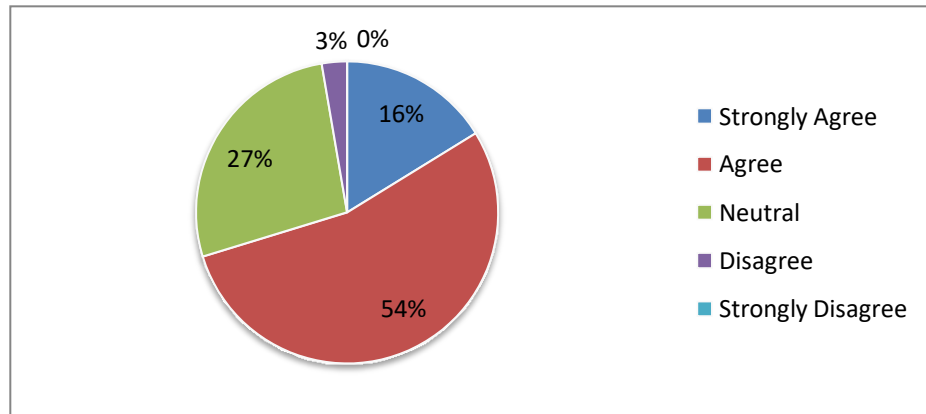


Diagram 4.3 the teacher giving directions clearly before the students do the task intensively

In the statement number 2 (two), 20 students with frequency 54,05% have response “Agree” for the statements that the teacher giving directions clearly before the students do the task intensively (Assertive Communication Style).

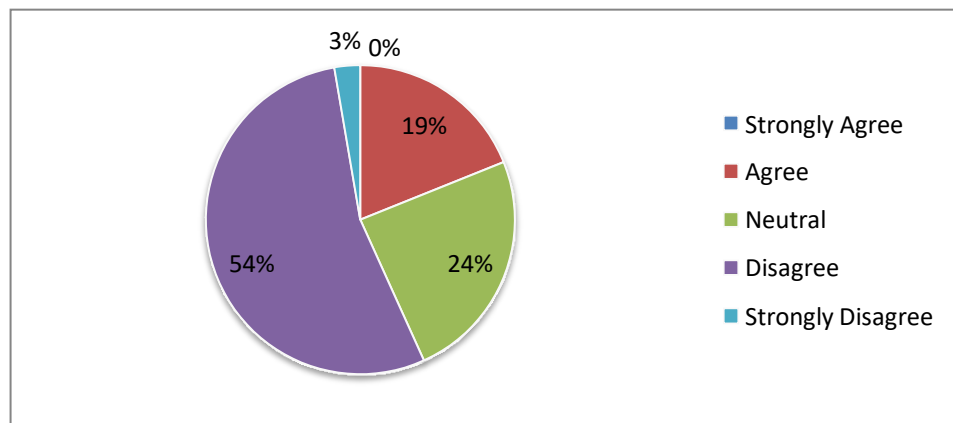


Diagram 4.4 the teacher asking the students to do the task intensively without giving directions

Then, the statement number 3 (three) shown that 20 students or 54,05% of the student’s response “Disagree” if the teacher asking the students to do the task intensively without giving directions (Passive Communication Style).

Table 4.1 Student Interest

Q	Frequency					N	SUM	Mean	Interpretation
	SA	A	N	DA	SDA				

	5	4	3	2	1				
1	0	3	13	16	5	37	88	2,38	Neutral
	0,00%	8,11%	35,13%	43,24%	13,52%				
2	6	20	10	1	0	37	142	3,83	Positive
	16,21%	54,05%	27,02%	2,70%	0,00%				
3	0	7	9	20	1	37	107	2,89	Neutral
	0,00%	18,92%	24,32%	54,05%	2,71%				

b) Students' perception of "Teachers Communication Style" when the teacher giving full Attention on students.

The next aspect was full Attention. Here the researcher defined the investigating statements into 3 (three) different aspect. The result of each statements could be seen below.

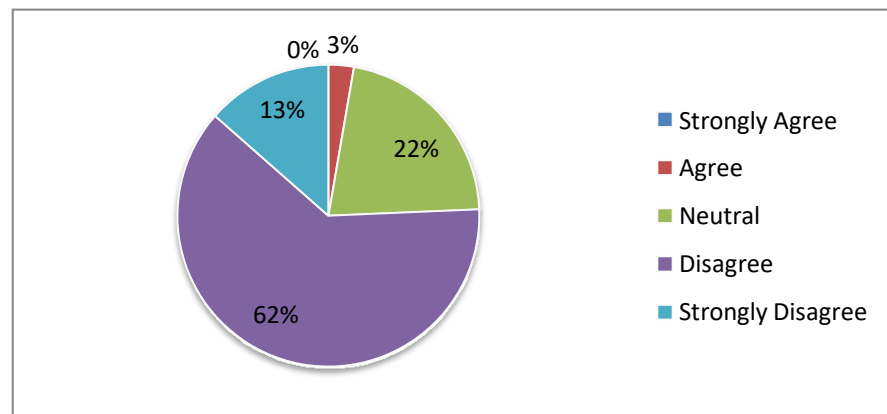


Diagram 4.5 the teacher give a warning to students who did not pay attention in teaching learning process

Here, the result of statement number 4 (four) shown that 23 students or 62,16% of the students have responses "Disagree" when the teacher give a warning to students who did not pay attention in teaching learning process (Aggressive Communication Style).

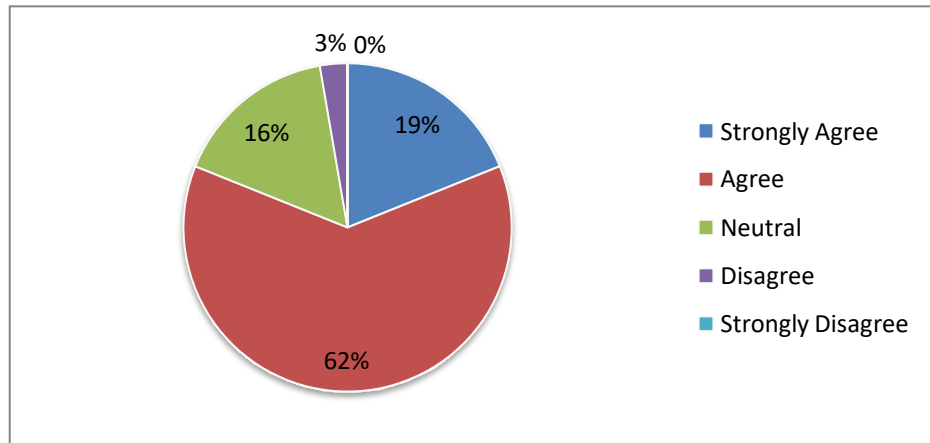


Diagram 4.6 the teacher check the students understanding by reminding about some material

In the statement number 5 (five), 23 students with frequency 62,16% have response “Agree” for the statements that the teacher check the students understanding by reminding about some material (Assertive Communication Style).

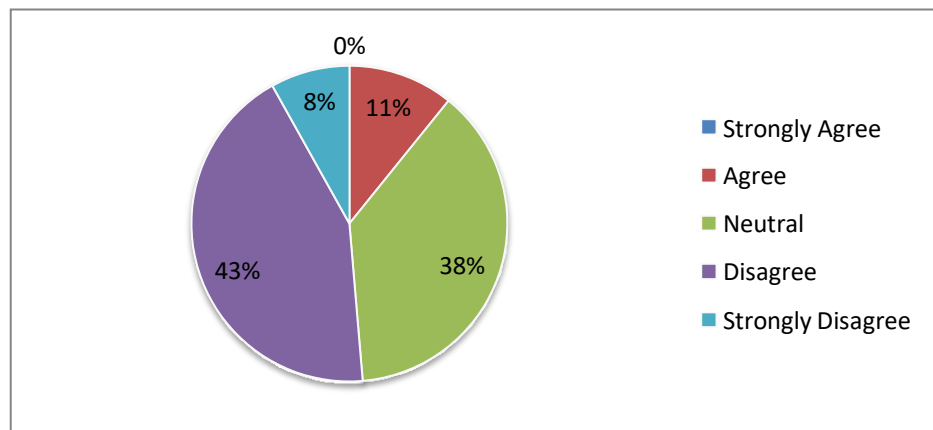


Diagram 4.7 the teacher check the students understanding by asking short questions

Then, the statement number 6 (six) shown that 16 students or 43,24% of the student’s response “Disagree” if the teacher check the students understanding by asking short questions (Passive Communication Style).

Table 4.2

Students’ Full Attention

Q	Frequency					N	SUM	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				

4	0	1	8	23	5	37	79	2,13	Neutral
	0,00%	2,70%	21,62%	62,16%	13,52%				
5	7	23	6	1	0	37	147	3,97	Positive
	18,92%	62,16%	16,22%	2,70%	0,00%				
6	0	4	14	16	3	37	93	2,51	Neutral
	0,00%	10,81%	37,84%	43,24%	8,11%				

c) Students' perception of "Teachers Communication Style" when the teacher giving Task continually Before the Task is Finished

The third aspect was task continually before the task is finished. Here the researcher defined the investigating statements into 3 (three) different aspect. The result of each statements could be seen below.

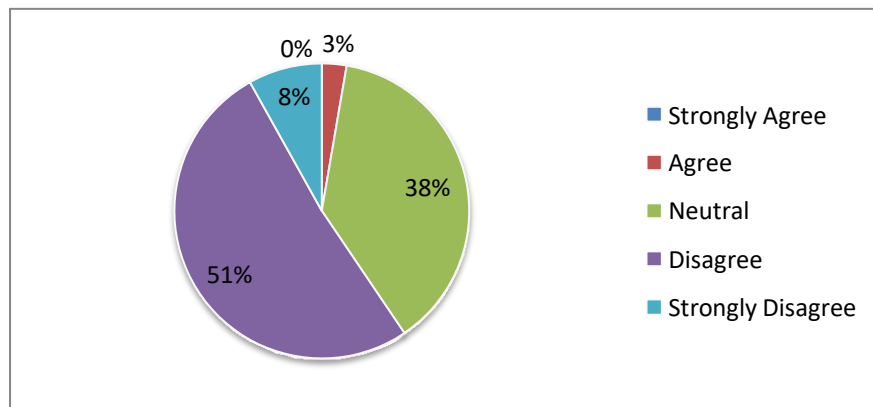


Diagram 4.8 the teacher was angry to students who did not pay attention in teaching learning process

Here, the result of statement number 7 (seven) shown that 19 students or 51,35% of the students have responses "Disagree" when the teacher was angry to students who did not pay attention in teaching learning process (Aggressive Communication Style).

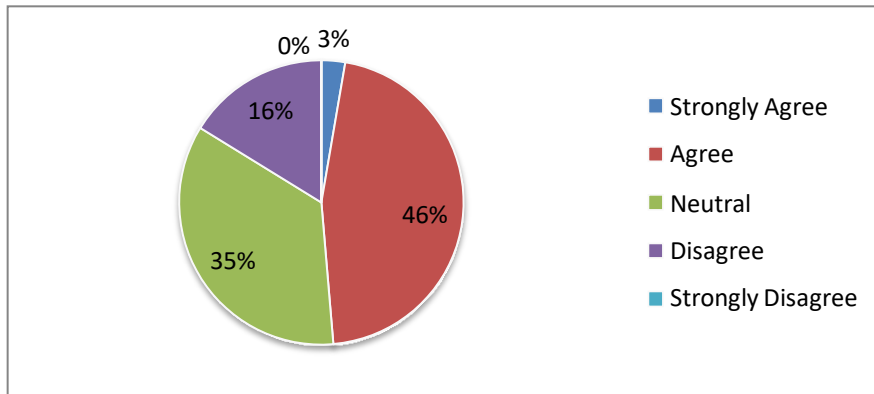


Diagram 4.9 the teacher check the students understanding by remind them about some material

In the statement number 8 (eight), 17 students with frequency 45,95% have response “Agree” for the statements that the teacher check the students understanding by remind them about some material (Assertive Communication Style).

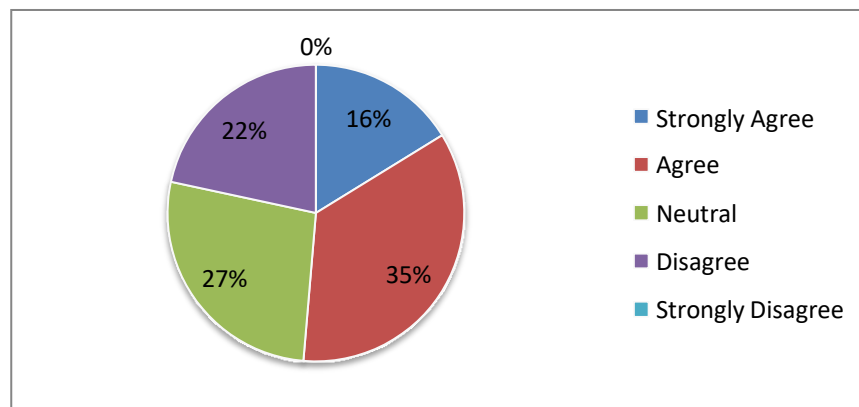


Diagram 4.10 the teacher still continue teaching learning process without knowing the students understand the material

Then, the statement number 9 (nine) shown that 13 students or 35,13% of the student’s response “Agree” and addition from 6 students or 16,22% which choose “strongly agree” if the teacher still continue teaching learning process without knowing the students understand the material or not (Passive Communication Style).

Table 4.3

Task Continually Before the Task is Finished

Q	Frequency					N	SUM	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
7	0	1	14	19	3	37	87	2,35	Neutral
	0,00%	2,70%	37,84%	51,35%	8,11%				
8	1	17	13	6	0	37	124	3,35	Positive
	2,70%	45,95%	35,13%	16,22%	0,00%				
9	6	13	10	8	0	37	128	3,46	Positive
	16,22%	35,13%	27,03%	21,62%	0,00%				

2. Students Perception on Teachers Communication Style When The Teacher Solve the Problem in Teaching Learning Process Seriously

Here, the researcher defined the investigating statements into 3 (three) different aspect. The result of each statements could be seen below.

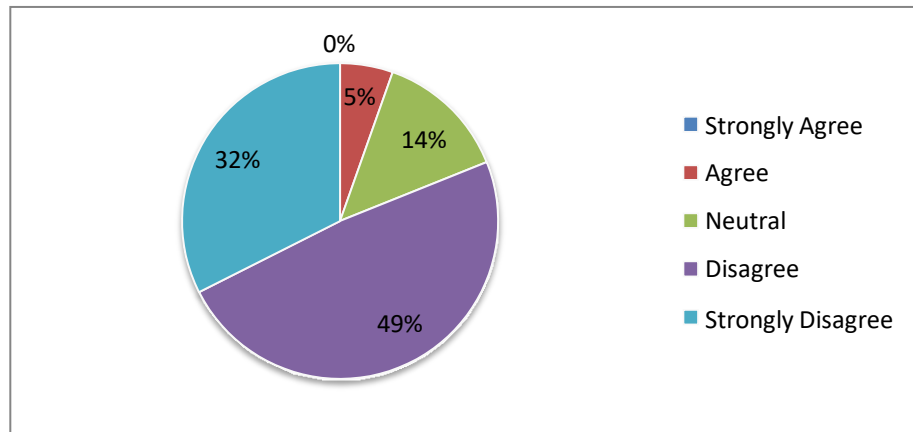


Diagram 4.11 the teacher scolds students who skip class

In this aspect, the result of statement number 10 (ten) shown that 18 students or 48,65% of the students have responses “Disagree” when the teacher scolds students who skip class (Aggressive Communication Style).

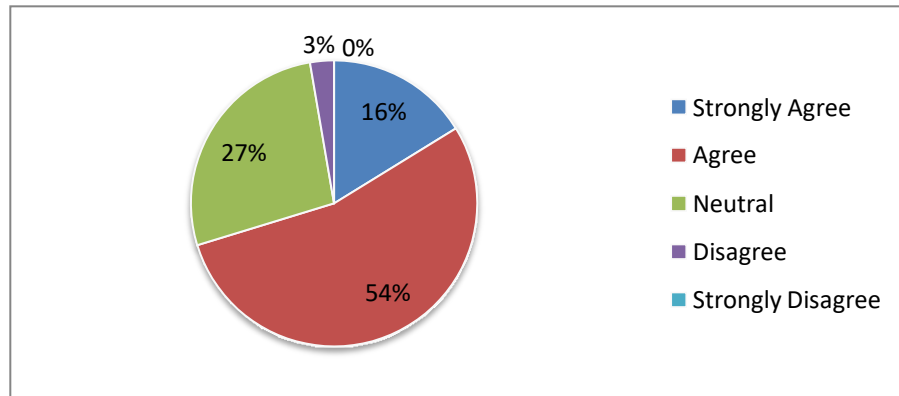


Diagram 4.12 the teacher provides additional explanations when students have difficulty in doing assignments

In the statement number 11 (eleven), 20 students with frequency 54,05% have response “Agree” for the statements that the teacher provides additional explanations when students have difficulty in doing assignments (Assertive Communication Style).

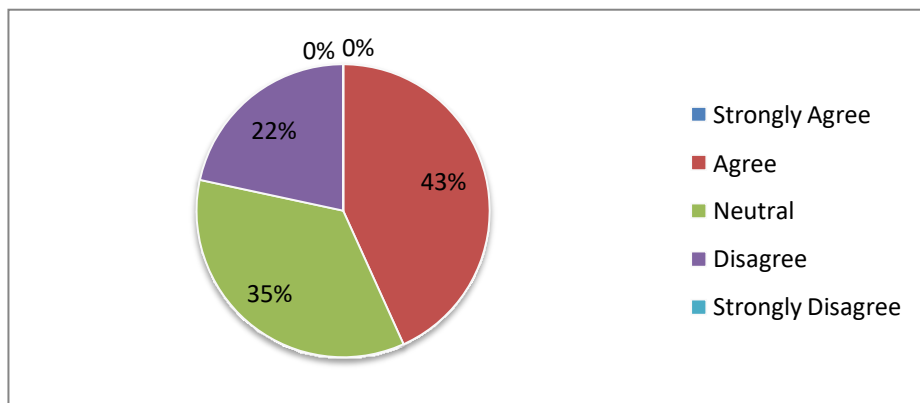


Diagram 4.13 the teacher describing the material by giving direct examples

Then, the statement number 12 (twelve) shown that 16 students or 43,24% of the student’s response “Agree” if the teacher describing the material by giving direct examples (Passive Communication Style).

Table 4.4
Teachers Solve the Problem Seriously

Q	Frequency					N	SUM	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
10	0	2	5	18	12	37	71	1,92	Negative
	0,00%	5,41%	13,51%	48,65%	32,43%				
11	6	20	10	1	0	37	142	3,84	Positive
	16,22%	54,05%	27,03%	2,70%	0,00%				
12	0	16	13	8	0	37	119	3,22	Positive
	0,00%	43,24%	35,14%	21,62%	0,00%				

3. Students Perception on Teachers Communication Style When The Teacher Give Instructions to Never Give up Easily

In this part, the researcher defined the investigating statements into 3 (three) different aspect there are Aggressive, Assertive and Passive Style of Communication used by the teacher in giving instructions to never give up easily. The result of each statements could be seen below.

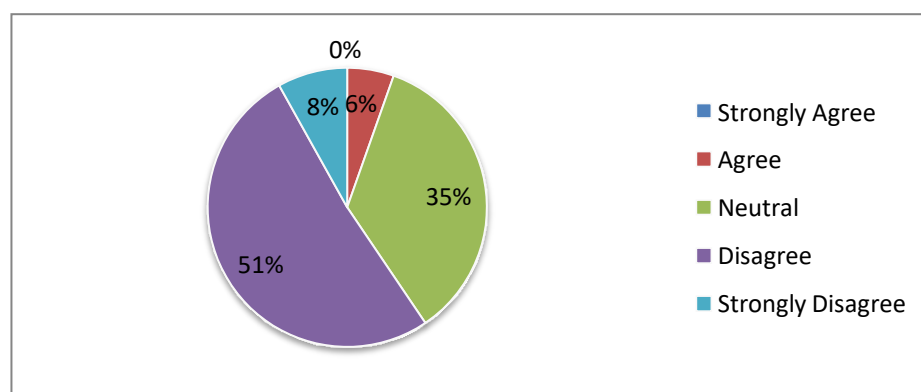


Diagram 4.14 the teacher puts pressure on students to finish their assignments immediately

Here, the result of statement number 13 (thirteen) shown that 19 students or 51,35% of the students have responses “Disagree” when the teacher puts pressure on students to finish their assignments immediately (Aggressive Communication Style).

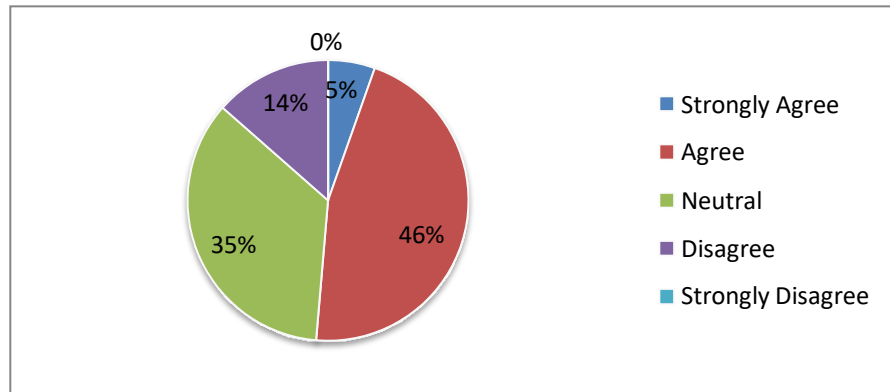


Diagram 4.15 the statements that the teacher motivates students to complete their assignments as well as possible

In the statement number 14 (fourteen), 17 students with frequency 45,95% have response “Agree” for the statements that the teacher motivates students to complete their assignments as well as possible (Assertive Communication Style).

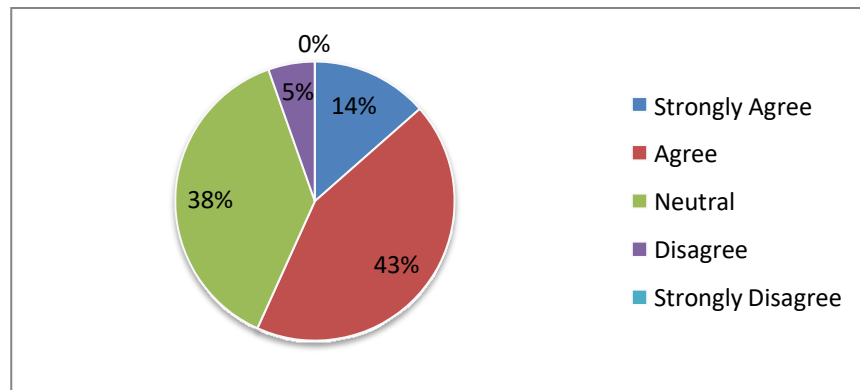


Diagram 4.16 the teacher allows the students to complete their assignments as much as they can

Then, the statement number 15 (fifteen) shown that 16 students or 43,24% of the student’s response “Agree” if the teacher allows the students to complete their assignments as much as they can (Passive Communication Style).

Table 4.5
Never Give up Easily

Q	Frequency					N	SUM	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
13	0	2	13	19	3	37	88	2,38	Neutral
	0,00%	5,40%	35,14%	51,35%	8,11%				
14	2	17	13	5	0	37	127	3,43	Positive
	5,40%	45,95%	35,14%	13,51%	0,00%				
15	5	16	14	2	0	37	135	3,65	Positive
	13,51%	43,24%	37,84%	5,41%	0,00%				

4. Students Perception on Teachers Communication Style When The Teacher Motivates the Students to Never Get Bored to Do the Daily Task

Here, the researcher defined the investigations statements into 3 (three) different aspect there are Aggressive, Assertive and Passive Styleof Communication used by the teacher in motivating their students to never get bored to do the daily task. The result of each statements could be seen in the table 4.7 .

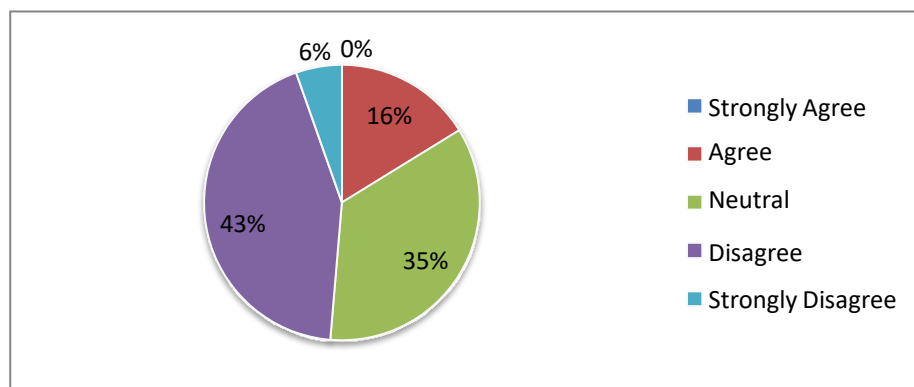


Diagram 4.17 The teacher asks students to continue learning about the subject matter in any situation

In this Indicator, the result of statement number 16 (thirteen) shown that 16 students or 43,24% of the students have responses “Disagree” when The teacher asks students to continue learning about the subject

matter in any situation (Aggressive Communication Style).

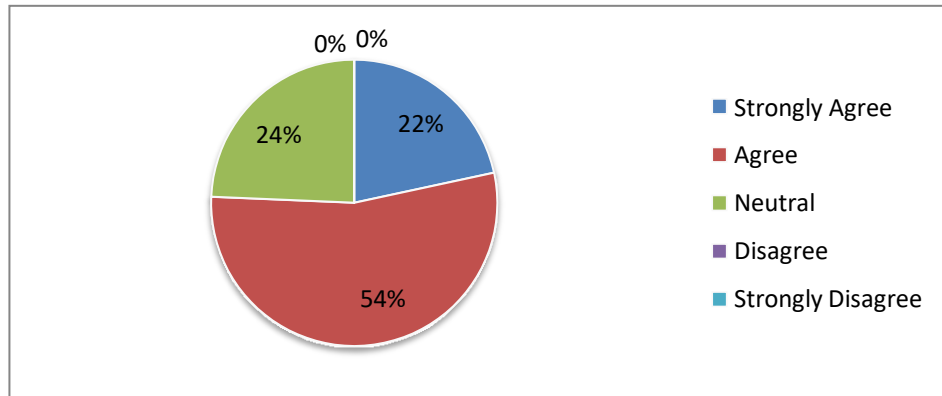


Diagram 4.18 the teacher gives the material with an interesting delivery

In the statement number 17 (seventeen), 20 students with frequency 54,05% have response “Agree” for the statements that the teacher gives the material with an interesting delivery (Assertive Communication Style).

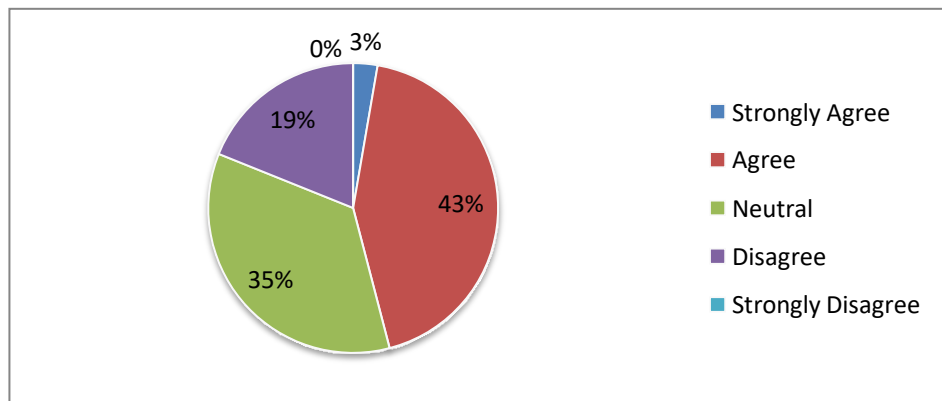


Diagram 4.19 the teacher provide material and feedback as necessary regarding the material

Then, the last statement number 18 (eighteen) shown that 16 students or 43,24% of the student’s response “Agree” if the teacher provide material and feedback as necessary regarding the material (Passive Communication Style).

Table 4.6
Students Never Get Bored to Do the Daily Task

Q	Frequency					N	SUM	Mean	Interpretation
	SA	A	N	DA	SDA				
	5	4	3	2	1				
16	0	6	13	16	2	37	97	2,62	Neutral
	0,00%	16,22%	35,14%	43,24%	5,40%				
17	8	20	9	0	0	37	147	3,97	Positive
	21,62%	54,05%	24,33%	0,00%	0,00%				
18	1	16	13	7	0	37	122	3,30	Positive
	2,70%	43,24%	35,14%	18,92%	0,00%				

B. Discussion

Based on the findings above, it can be known that communication style that used by the teacher can be one of the most effective ways to increase student learning motivation if the teacher can manage it well. Relevance to the experts, the researcher used teachers communication style theory by Wubbless (1993:49) to make and determine the question or statement from questionnaire, in teachers communication style theory there were three main component that divided into Directive which concern on structured atmosphere classroom, Authoritative which concern on students spirit in learning and Tolerant which concern on the role of the teacher on supporting their students. Then, there were three main kinds of the teacher communication style used by the teacher in teaching learning process (Lanz, 2015), namely; Aggressive Communication Style, Assertive Communication Style and Passive Communication Style.

In this questionnaire, the researcher divided the results into 3 (three) main Categories that were :

1. Students Perception on Teachers Communication Style When The Teacher Give Instructions to Do The Task Intensively

Based on the teachers communication style theory, one major categories of the teachers communication style was concern on the structured atmosphere classroom, here the researcher clarify it by

identify when the students do their task Intensively. In this category, the researcher divided the result discussion from the finding into 4 (four) major aspect; the first aspect was interest, here majorly students choose disagree (43,24%) to statement number 1 (one) which represent aggressive style of communication, and they were majorly agree (54,05%) in statement number 2 (two) which represent assertive style of communication. It can be concluded that the students need teacher with assertive style of communication to engage their interest in learning english.

The second aspect was stdents' full attention, in statement number 4 (four), (62,16%) students choose disagree with the aggressive style of communication shown by the teacher, and also with the statement number 6 (six) with 43,24% of them choose disagree, in addition in statement number 5 (five) which represent assertive style of communication they majorly choose agree with the number 62,16%. It means that to get the students' full attention when teaching learning process, the teacher must enjoy themselves so it can bring the atmosphere that can role the classroom situation.

The next aspect was task continually before the task is finished, here the students majorly choose disagree (51,35%) to statement number 7 (seven) which represent Aggressive Style of Communication. The second statement which represent assertive style of communication and passive style of communication, both are widely agreed with by students with (45,95%) and have almost the same data results, but passive communication style is 4 points superior to the total number of scores and coupled with the fact that passive communication style has student data that strongly agrees with a percentage (16, 22%). It means that, the students rather choose passive teacher in the aspect of task continually whether the previous task done, in order to make the lesson can be done faster and more effective.

The last aspect here is solve the problem seriously. Here, the students majorly choose disagree (48,65%) with the statement number 10 which represent aggressive style of communication. However, they

rather choose agree (54,05%) with the statement number 11 which represent assertive communication style. It means that the students didn't want to be scolded by the teacher when they had some trouble but they need more extra/additional explanation about material given.

2. Students Perception on Teachers Communication Style When The Teacher Give Instructions to Never Give up Easily

In this category, statement number 13 majorly students chose "disagree" (51,35%) when the teacher puts pressure on students to finish their assignments immediately (Aggressive Communication Style). However, they were majorly "agree" (45,95%) to statement number 14 which represent Assertive Style of Communication. It can be concluded that students need their teacher to motivate them in learning process, not to put pressure, but to provide comfort so that students can study comfortably.

3. Students Perception on Teachers Communication Style When The Teacher Motivates the Students to Never Get Bored to Do the Daily Task

This category describe that the students dominantly choose "disagree" in statement number 16 which represent Aggressive Style of Communication used by the teacher in this case. However, they choose agree in statement number 17 (54,05%) which represent Assertive Style of Communication and statement and statement number 18 which represent Passive Style of Communication by the teacher in teaching learning process. It means that the students were interested withteachers explanation when the teachers can enjoy themselves and they also agreed if the teacher provide material and feedback as necessary regarding the material to make their learning process can run more effectively.