



## The Relationship Between Teaching Style and Students' Learning Motivation in English Subject

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### ABSTRACT

The thesis discusses a correlation between teaching style and students' learning motivation in English. This research seeks to identify the teacher style applied and its relationship with student learning motivation at MTs N Assalam. The research question will be discussed about (1) the teaching style applied in the learning process, (2) What relationship occurs between the two variables. (3) And how significant the two variables are. This study uses the correlation method with a quantitative type. The population was 60 students in class 9A and B of MTs N Assalam Bangilan, Tuban. Data collection techniques using closed questionnaires. Descriptive analysis is used to provide an overview of each variable. Test requirements analysis in this study includes validation and reliability. The hypothesis test consists of a correlation test and coefficients together (F test). The results of this study indicate that (1) the teaching style applied by the teacher in the class is the facilitator style of 65.5%. (2) There is a positive and significant value between the teaching style and student learning motivation which is equal to 0.521. (3) While the significance value of the two variables is 0,000. As for how strong the impact of teaching style on student motivation is 64.4%.

**Keyword:** learning motivation, teaching style.

|                                                                                                                                                                                                     |                                   |                                |
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## INTRODUCTION

The teacher's duties as a profession include teaching, and training. Educating also means continuing and developing life values. Teaching means continuing and developing science and technology. As for training, it means developing skills in students. A teacher in the field of humanity at school is required to be able to make himself a second parent. He must also be able to attract the sympathy of his students with a fun teaching style according to the needs of students. The teacher's teaching style is one of the keys to success in learning. It can affect a way of understanding, motivation and student learning outcomes. Basically, teachers not only make students smart, but there are aspects outside of cognitive that need to be considered. Before reaching the cognitive direction, there are several stages

that will be passed in the learning process, including the level of student learning motivation. Professional abilities and skills of teachers greatly affect the motivation and success of student learning.

Learning is a series of events or events in which there is interaction between teachers and students (Sari, 2022). Sudjana adds that learning is not only involved between both of them, but all of environment of students which will encourage students to learn (Mahmud & Idham, 2017). So that teachers are required to combine the atmosphere and interaction with students in order to create efficient learning. Not only atmosphere, but supporting tools that support learning, such as an internet connection to access the digital world are also needed to give color to the ongoing learning process. Teaching with only one direction orientation will make students bored and not enthusiastic to learn. Variation in the teaching process is important for a teacher to create an active and creative learning atmosphere. The creativity of the teacher combined with the curriculum will automatically generate student learning motivation.

English lessons will become easy with the teaching style and motivation provided by the teacher. In psychology, the term motivation refers to the concept used to explain the forces on the organism or individual. Internal motivation towards children in the world of education is absolutely necessary, because it functions to encourage and move learning. To provide motivation to children, teachers are required to look for positive values that exist in children. The more positive values in children, the stronger the desire to achieve. The motivation given by a teacher can be a light point in the life of a student. In fact, everyone will be happy if given positive motivation, with this motivation, students will be more eager to be creative and show their creativity.

Giving awards is strongly needed in the role of a motivator. Rewards are not always synonymous with objects. Praise in the form of verbal and non-verbal sentences can pump up children's learning. The problem that is often faced by teachers is students are often sleepy and less more pay attention to the lessons. This is caused by several factors, including that most teachers only teach (transfer knowledge) and the low quality of teaching.

The style applied by teacher is an important aspect in building a learning atmosphere in the classroom which will later have an impact on student learning motivation. A good teaching style is that pays attention to students' cognitive and motoric aspects combined in the learning system. There are several studies that have been carried

out regarding the same topic, but there is still minimal research on more specific topics. It can be concluded from description above with the title "The Relationship between Teacher's Teaching Style and Student's Learning Motivation in English Subject".

Moreover, teaching style refers to the distinctive manner in which teachers deliver instructional content and manage learning activities in the classroom. Although teachers may share similar objectives, each possesses a unique approach that shapes students' learning experiences. According to Majid (2013), teaching styles can be classified into four main types: classical, technological, personalized, and interactional.

The classical teaching style emphasizes a teacher-centered approach in which learning materials are delivered sequentially without significant consideration of students' interests. In this model, the teacher functions as the dominant authority and primary source of knowledge, while students assume a passive role by following instructions and imitating what is verbally conveyed. Learning is largely oriented toward language-based instruction aimed at training students' thinking skills.

Meanwhile, the technological teaching style is grounded in students' individual competencies and readiness levels. Learning materials are systematically designed by subject-matter experts and delivered through instructional devices. In this context, students engage with pre-programmed lessons, while teachers serve mainly as facilitators who guide and supervise the learning process rather than directly transmit knowledge.

The personalized teaching style adopts a student-centered perspective rooted in educational theories that emphasize learners' experiences as the foundation for mental and personal development. This approach aims to foster holistic student growth and problem-solving abilities. Teachers act as guides and mentors, requiring not only pedagogical expertise but also psychological insight and strong interpersonal skills to support students' individual learning journeys.

The interactional teaching style highlights dialogic learning through problem-based discussions that encourage active student participation. Teachers present problems and facilitate discussions that enable students to exchange perspectives, construct meaning collaboratively, and arrive at shared conclusions. This style recognizes learners as social beings whose intellectual and personal development emerges through interaction and dialogue (Majid, 2013).

In a related framework, Grasha (1996) proposed five categories of teaching styles that share conceptual similarities with Majid's typology. These include expert, personal

model, facilitator, and delegator styles. The expert teaching style is characterized by teachers' strong subject-matter mastery and their emphasis on accurate, detailed, and sequential instruction. Teachers employing this style typically dominate classroom activities and expect students to focus on absorbing content.

The personal model teaching style positions the teacher as a role model whose behaviors, strategies, and thinking processes are observed and imitated by students. Learning occurs as students internalize the demonstrated approaches and apply them independently.

The facilitator teaching style prioritizes student-centered learning by encouraging independence, collaboration, and skill development. Teachers design group-based activities and problem-solving tasks while providing guidance and consultation as needed. Similarly, the delegator teaching style grants student substantial autonomy by transferring responsibility for learning entirely to them. Teachers function primarily as consultants while students independently manage projects or learning tasks (Grasha, 1996).

Based on these perspectives, teaching styles can be broadly categorized into expert, personal model, facilitator, and delegator styles. Teaching style plays a crucial role in shaping classroom dynamics and determining the effectiveness of learning activities. Teachers' awareness of their instructional approach is essential, as teaching style significantly influences students' learning motivation. Varied and innovative teaching styles contribute to active, engaging, and stimulating learning environments that prevent passivity and disengagement.

Learning motivation refers to the internal and external forces that initiate, direct, and sustain learning behavior. Within self-determination theory, motivation is commonly classified into intrinsic and extrinsic motivation (Ryan & Deci, 2000).

Intrinsic motivation arises from within the learner and is driven by personal interest, enjoyment, or satisfaction derived from the learning activity itself. Woolfolk (1998) described intrinsic motivation as a stimulus originating from internal factors within students. Similarly, Deci and Ryan emphasized that intrinsic motivation serves as a vital source of energy that supports autonomous and sustained learning. Students who are intrinsically motivated tend to persist in learning activities without reliance on external rewards or pressures, particularly in independent learning contexts.

In contrast, extrinsic motivation originates from external influences that encourage individuals to engage in learning behaviors to achieve specific outcomes. Santrock (2004)

defined extrinsic motivation as performing an activity to obtain an external reward or avoid negative consequences. Extrinsic motivation becomes especially important when learners lack sufficient internal drive, as external feedback, reinforcement, or incentives can stimulate engagement and persistence.

Motivation fundamentally functions as a driving force that energizes, directs, and maintains behavior toward learning goals. Maslow conceptualized motivation as a basic human need for self-actualization, encouraging individuals to develop their abilities optimally. McDonald further defined learning motivation as a process of behavioral change reflected in learners' responses to academic goals.

Motivation serves several key functions in learning: (a) initiating action, (b) directing behavior toward specific objectives, and (c) sustaining effort and achievement. Students with high learning motivation typically demonstrate diligence, perseverance, problem-solving ability, critical thinking, and the capacity to defend their opinions logically. These characteristics are essential for successful learning outcomes and effective classroom participation.

Teaching style and learning motivation are closely interconnected variables that mutually reinforce one another in the learning process. A supportive classroom environment that promotes meaningful teacher–student interaction is essential for enhancing motivation. Sardiman (2011) asserted that motivation is an indispensable condition for learning, emphasizing that the appropriateness of motivational strategies directly influences students' learning intensity and success.

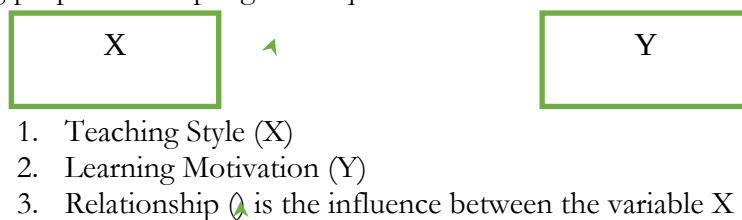
Student learning motivation often declines when learners encounter difficult tasks or lack interest in certain subjects. One significant factor influencing motivation is teaching style, particularly the methods and techniques teachers employ to present learning materials (Ihjon, 2013). Teachers play a vital role as mediators and role models in the transfer of knowledge, and their instructional performance significantly shapes students' engagement and motivation (Ernata, 2017).

Effective teaching styles that align with students' expectations foster positive learning experiences and enhance motivation. Teachers who adopt flexible strategies, understand students' backgrounds, and create interactive learning environments are more likely to stimulate students' interest and persistence in learning. Consequently, teaching style is not merely a method of content delivery but a critical determinant of students' motivation and overall learning success.

## METHOD

The research uses a quantitative approach. According to Borg and Gall in Sugiyono, quantitative research is called traditional methods because it is based on the philosophy of positivism. The research design is descriptive through this method researchers want to identify a picture of the relationship between variables using the correlation method. There are two variables, namely variables X (teaching style) and Y (Student's motivation). According to Arikunto correlation research is research that has the aim of comparing two different variables to determine the level of relationship.<sup>1</sup> Variable X includes sound, attention, contact, exercising, and position variation. Meanwhile, variable Y has indicators that refer to student activity in the learning process.

The correlation method in quantitative design is used which involves totally sampling of the research object, which is 64 students of grade 9 A and B of MTsN Assalam Bangilan using purposive sampling technique.



Meanwhile, independent variables often are variables that influence or cause changes or the emergence of the dependent variable. The indicators of variable X are: Sound Variation: the teacher speaks according to the situation and conditions; when conveying a sentence to raise the spirit of the teacher, use a loud, short and fast voice; if the delivery of lessons is difficult.

Attention variation: 1) the teacher reprimands students who do not focus on learning. 2) the teacher asks students to stop activities that can hinder learning process. 3) teacher gives praise to students when answering the right questions, and directs students who answer incorrectly. 4) the teacher reprimands students who come in and out of class.

Contact variation: 1) the teacher spreads his views to the whole class or students. 2) the teacher reprimands by looking at students who are less serious in learning. 3) the teacher greets (asks about students' news) when entering the class.

Moreover, exercise variation consists of the teacher smiles when the student gives the right answer and the teacher moves his hands when demonstrating the lesson material. For positional variation includes the teacher explains the lesson while writing the lesson on the blackboard, the teacher approaches the students one by one when the students record what they have ordered and conveying the subject matter, sometimes the teacher sits on his bench and sometimes stands in front of all students.

Further, dependent variable is influenced or becomes a consequence, because of the existence of the other (Emzir, 2022). To measure the student learning motivation in this study used an instrument in the form of a statement consisting of 20 questionnaires. The indicator:

- A. Very high quality of student cognitive and psychomotor engagement.
- B. There is a high effective involvement of students.
- C. There is an effort by students to maintain their learning motivation.
- D. Can defend his opinion.
- E. Enjoys finding and solving questions.

F. Enjoys taking lessons, diligent in learning and dealing with English assignments.

In addition, the population is MTs N class IX school students, totaling around 219 people, consisting of 136 female students and 81 male students who were divided into 7 classes. The reason for using class IX as the population is because it is considered to represent the characteristics of the teenagers who will be studied and at junior high school level, where the average student is more than 12 years old. They are considered capable of solving complex problems.

In quantitative research, the main consideration in data collection is the research object. The purposive sampling uses to determination of data collection on, namely selected with certain considerations and goals. The results will not be generalized all of population, because the sampling is not random.

The subjects were students in grades 9 A and B MTs N Assalam Bangilan which is the favorite class at the school, that means they have a deeper understanding of research topics. This is sampling technique used with the aim of finding samples from a population that has special characteristics and research characteristics, namely class IX MTs N Assalam, Bangilan.

The explanation of each variable used to develop research objectives. The operational definition of this research can be seen in the following table:

| NO    | Teaching Style                  | Indicator                                             | Positive | Negative | Total |
|-------|---------------------------------|-------------------------------------------------------|----------|----------|-------|
| 1     | Expert /classical               | Teacher dominates the class                           | 1,2      | 3,4      | 6     |
|       |                                 | Skilled in delivering material                        | 5        | 6        |       |
| 2     | Personal model/demonstration or | Increasing achievement learning through demonstration | 7,8      | 9        | 5     |
|       |                                 | Adjust student learning                               | 10       | 11       |       |
| 3     | Facilitator                     | Focus on learning activities                          | 12,13    | 14       | 5     |
|       |                                 | Student responsibility                                | 15       | 16       |       |
| 4     | Delegator                       | Assign task independently                             | 17       | 18       | 4     |
|       |                                 | Act as a resource person                              | 19       | 20       |       |
| Total |                                 |                                                       |          |          | 20    |

**Table 1.1 Variables X (Teacher Teaching Style)**

| NO | Dimension                | Indicator                    | No Item  |          | Total |
|----|--------------------------|------------------------------|----------|----------|-------|
|    |                          |                              | Positive | Negative |       |
| 1  | Study persistence        | Following class learning     | 1,2      | 3,4      | 7     |
|    |                          | Study outside school hours   | 5        | 6,7      |       |
| 2  | Tenacious face adversity | Trying overcome difficulties | 8        | 9        | 6     |

|       |                         |                                  |       |       |    |
|-------|-------------------------|----------------------------------|-------|-------|----|
|       |                         | Attitude to adversity            | 10,11 | 12,13 |    |
| 3     | Participate in learning | Desire for achievement           | 14    | 15,16 | 5  |
|       |                         | Quality of learning outcomes     | 17    | 18    |    |
| 5     | Independent in learning | Complete assignments or homework | 19    | 20    | 2  |
| Total |                         |                                  |       |       | 20 |

**Table 1.2 Variables Y (Student Motivation)**

Based on the table above, the questionnaire in this study used 20 question items for each variable.

The instrument used was a questionnaire in the form of closed question which was distributed to students. Its aim is to obtain data about what they experienced in accordance with the questions that have been created. Each question item contains a positive value in accordance with the statement in the question. The questionnaire was created based on adapted questions combined with phenomena that occur in the classroom and has been validated by other lecturers.

Apart from questionnaires, researchers also made observations when learning took place. Observation instruments in the form of observation guidelines are usually used in systematic observations where researchers work according to the guidelines that have been created. The guidelines contain a list of types of activities that may occur or activities that will be observed, including students' activeness in answering teacher questions, carrying out assignments and students' attitudes in class. The instrument used in this study was a closed questionnaire, which is a questionnaire that has been equipped with alternative answer. In every aspect of this study there are items in the form of positive and negative statements.

Items that are in the form of positive statements, the score of the answers will move from a value of 4 for strongly agree answers (SA), a value of 3 for answers that agree (A), a value of 2 for answers that do not agree (D) and a value of 1 for answers that strongly disagree (SD). Items are negative, the score of the answers moves from 1 for strongly agree (SA), 2 for agree (A), 3 for disagree (D), and 4 for strongly disagree (SD). In conducting research, subjects were asked to choose one of the four possible answers available.

Apart from the questionnaire which is packaged in Likert scale form, an observation guideline was also used in this research which aims to limit the research topic so as not to be biased, which in this observation guideline is more inclined towards variable X (teacher teaching style) which will later influence student learning motivation (Y).

Furthermore, the data analysis is an activity after result of respondents has been collected. In this case, the technique used is descriptive analysis which includes finding the average, inferential analysis, validity and reliability.

$$\text{Average (x)} = \frac{\sum x}{N}$$

Information: (1)  $\sum x$  : Total score, N: Total sample

All data will be analyzed with a product moment to determine result of study. Product correlation is a technique that is usually used to see the

relationship between two variables. All data will be analyzed using the IBM Statistics SPSS 25 application which aims to determine pearson correlation.

Correlation analysis is a way to find out relationship between variable. If there is a relationship between variables, the changes that occur in one of the variables will result in changes in the other variables. So, from the correlation analysis, it can be seen that the relationship between these variables is a coincidence or a true relationship.

The correlation that occurs between the two variables can be a positive, negative no correlation, or perfect correlation.

a. Positive correlation

The positive correlation is the correlation of two variables, that is, if one variable (X) increases or decreases, the other variable (Y) tends to increase or decrease as well.

b. Negative correlation

Negative correlation is the correlation of two variables, that is, if one variable (X) increases or decreases, the other variable (Y) tends to decrease or increase.

c. No correlation

No correlation occurs if the two variables (X and Y) do not show a relationship.

d. Perfect correlation

Perfect correlation is the correlation of two variables, that is, if the increases or decrease in one variable (X) is compared to the other variable (Y).

Meanwhile, inferential analysis techniques are used and are intended to test the research hypotheses. Hypothesis testing is intended to answer the hypotheses that have been proposed. In general, the subjects used in inferential research are quite a lot, which are combined into a population. Under certain conditions, for example the number of subjects in the population is considered too many or due to limited funds and the ability of researchers, researchers can take research subjects by sampling. The technique used is the t-test with a significant  $\alpha = 0.05$ . The decision-making criterion H1 is accepted if T-count > T-table, where  $\alpha = 0.05$ . The t-test formula used is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Meaning:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Information:

|            |                                                        |
|------------|--------------------------------------------------------|
| $r_{xy}$   | : Product moment correlation coefficient               |
| $\sum xy$  | : The sum of the results of X and Y after multiplying. |
| $\sum x$   | : X total score                                        |
| $\sum y$   | : Y total score                                        |
| $\sum x^2$ | : The sum of the squares of the score X                |
| $\sum y^2$ | : The sum of the squares of the score Y                |

n : Total respondents

The positive correlation coefficient will indicate that the relationship that occurs is unidirectional. Meanwhile, if the value is negative, it is the opposite. The strength and weakness of the two variables is indicated by the size of the coefficient numbers. If the value is 0.8 to 1.0, it indicates the higher the relationship. And if the value is 0.0 to 0.2 it means the weaker the relationship.

The validation of the analytical method aims to confirm that the analytical method is suitable for its purpose. Method validation is a process to ensure that procedures meet the standards of reliability, accuracy, precision according to the expected goals. In this study, the validator of the instrument is Mr. Sigit Purnomo as a lecturer at UIN Sunan Ampel Surabaya whose total number of questionnaires is 60 questions, all of which are valid, as follow:

#### Validation

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 60 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 60 | 100,0 |

Reliability is a system of measurements that have consistency with the counting instrument repeatedly.

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,622             | 33         |

In this case the researcher has guidelines if Cronbach's Alpha is less than 0.6 then the instrument used is invalid. However, it can be seen in the table below which shows the number 0.622, which means that the instrument used is valid.

## FINDINGS

The purposive of study is to know the correlation between the teaching style (X) and the students' motivation to learn English (Y) at MTs N Assalam Bangilan. It is correlational research in which conducted to determine the effect of one or more independent variables on dependent variables. Before explaining the results of statistical data processing, what needs to be clarified is the results of observations that have been made based on several indicators mentioned above, including the two variables.

The results of researchers' findings stated that the teaching style used was a facilitator style which received 65% of the total respondents' answers. Apart from that, the observation results show that students are actively involved in the learning activity. For further information, it can be seen below:

#### The Relationship of Two Variables

Using Pearson Product Moment formula which looks for how strong the relationship between variables is calculated using SPSS 25.

### Correlations

|                      |                     | Teaching Style | Students' Motivation |
|----------------------|---------------------|----------------|----------------------|
| Teaching Style       | Pearson Correlation | 1              | ,521**               |
|                      | Sig. (2-tailed)     |                | ,000                 |
|                      | N                   | 60             | 60                   |
| Students' Motivation | Pearson Correlation | ,521**         | 1                    |
|                      | Sig. (2-tailed)     | ,000           |                      |
|                      | N                   | 60             | 60                   |

**Table 1.6**

Sugiyono stated that product correlation moment is used to find out the influence of two variables if the data for the two variables. After the correlation figure is obtained, the second part is to test whether the correlation figure obtained is truly significant or can be used to explain the variable.

From the table above it has a value of 0.00 which means that the two variables have a relationship. For further information, to find out what the relationship is, in Pearson correlation value which shows the number 0.521, which means that it is included in the medium (positive) correlation criteria of the total number of respondents.

In measuring the teaching style variable the researcher used a questionnaire instrument totaling 20 statement items, of which 6 items contained expert style, 5 personal model items, 5 facilitator and 4 delegator styles. Each item has an alternative score range of 1-4. The highest score for each item is 80. It can be seen in the table below:

| No | Type of Teaching Style      | %     |
|----|-----------------------------|-------|
| 1  | Expert/Classical            | 59%   |
| 2  | Personal Model/Demonstrator | 61%   |
| 3  | Facilitator                 | 65,5% |
| 4  | Delegator                   | 61,9% |

**Table 1.7**

Based on the results conducted in class 9 A and B MTs N Assalam Bangilan. The researcher collected data through a questionnaire and was given a score for each statement. Based on this table, the total respondents are more inclined to the facilitator's teaching style with a percentage of 65.5%.

### The Significant of Variable

In research using inferential analysis methods, inferential is a statistical calculation method used to analyze sample that will be generalized to the population where the data is collected.

### Coefficients<sup>a</sup>

|       |            | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 27,004                      | 5,191      |                           | 5,202 | ,000 |

|                |      |      |      |       |      |
|----------------|------|------|------|-------|------|
| Teaching Style | ,486 | ,104 | ,521 | 4,648 | ,000 |
|----------------|------|------|------|-------|------|

a. Dependent Variable: Learning Motivation

**Table 1.8**

It can be seen from Beta which has a value of 0,521, which means there is influence between the variables X and Y for a significance =  $0.000 < 0.05$  which has a significant relation. The t value is  $4.648 > 2.00$ , which means that the effect is significant. T table for a total of 60 data with 1 independent variable is  $60 - 1 = 59$  which in the decision making guide leads to the number 2.00.

How strong is the impact between the two variables?

To find out how significant is given by variable X to Y, like the table below:

| NO    | Criteria         | Frequency | Percentage (%) |
|-------|------------------|-----------|----------------|
| 1     | <i>Very High</i> | 0         | 64,4%          |
| 2     | <i>High</i>      | 32        |                |
| 3     | <i>Low</i>       | 28        |                |
| 4     | <i>Very Low</i>  | 0         |                |
| TOTAL |                  | 60        |                |

Table 1.9

It can be seen from the table above which shows that as many as 33 students have high motivation, 29 students fall into the low category with the average student motivation as a whole is 64.4% of the total respondents. It was concluded that students in grades 9 A and B of MTs N Assalam Bangilan had high motivations to learn English.

Based on the observations, the teaching style applied in the learning process is *Facilitator Style* (65,5%). It means that the teacher becomes a partner for students who do not reduce the basic principles of being a teacher, namely conveying learning material. Of course with the facilitator style, the teacher provides time for students to learn independently. The teaching style of the facilitator tends to be student-centered which emphasizes interaction with students. Apart from conveying teaching material, the teacher's role is limited to providing opinions and assignments as a means of being a stimulus for the development of individual student skills.

After knowing the teaching style that applied in the class, then next is to find out the correlation between two variables. In the Pearson Correlation Product Moment formula which finds out whether there is a correlation and how significant the two are between the variables. Whereas the Pearson Correlation value shows the number 0.521, it means that the two variables X and Y have a positive relationship because significance value is  $< 0.000$ . The table shows that the results between variables X and Y have a relationship that occurs between the two.

To know how significant the teaching style is on student learning motivation, the average motivation questionnaire point is 64.4% of the total number of respondents. It shows that the teaching style applied by the teacher has an influence on students' motivation.

In his book, Anthony F. Grsaha stated there are 4 types of teaching styles that are applied in learning, including Expert, Personal Model, Facilitator and Delegator. For learning motivation, researchers have theoretical tendencies from Fredrick Mc. Donald said

two elements of motivation, intrinsic and extrinsic. Therefore, motivation that is influenced by teaching style is the impact of extrinsic motivation that arises from outside self, namely the teaching style that is applied in class. it is in line with the theory used.

In the previous study, it was explained that there was a relationship between two variables which was influenced by various factors, including how the teacher's teaching style in conveying material to students. this research is also in line with what has been described in previous research.

## CONCLUSION

Bangilan was the Facilitator Style which was more conducive to interaction with students through the formation of student discussion groups with a percentage of 65.5%, Delegator 61.9%, Personal Model 61% and Expert 59. As for student assessment related to the teaching style, it is included in the Pretty Good criteria with a total of 39 students and 21 answers included in the good criteria. This has answered the first research question.

For substance number 2, namely the relationship that occurs between the two variables, it shows that there is a correlation between the two, namely a positive correlation that is 0.521 - 0.52 and impact on both of variable with a significant of 4.648.

Meanwhile, the impact produced by the learning system implemented on student learning motivation can be seen in the motivation table which shows 64.4% of the total respondents' answers, which means the teacher's teaching style has an impact on students' English learning motivation.

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