



# The Influence of Teacher's Teaching Methods on Students' Learning Enthusiasm

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## Abstract

This research aimed at finding out whether the teacher's teaching methods influence learning enthusiasm of the students of SMAN 8 Makassar. This research employed a QUAN-Qual model. The population of this research involved 350 students from the eleventh grade. The participants of this research were 27 students of class XI IPS 2 and an English teacher. This class was taken as the sample through random sampling technique from 10 classes. The data were collected through the observation checklist, questionnaire, and interview. The findings of this research revealed that the English teacher's teaching method of SMAN 8 Makassar Selatan influenced the students' learning enthusiasm. It was proven by the result of the observation checklist, questionnaire, and interview. The observation checklist presented the teacher's teaching method during the classroom which missed some indicators. The observation checklist for the students indicated less enthusiasm strengthened by the questionnaire revealing that most students were in moderate state of enthusiasm or in other words they have low degree of learning enthusiasm. Meanwhile, the result of the interview strengthened the data from observation checklist and questionnaire that the English teacher's teaching method contributed to the students' learning enthusiasm. Thus, the teacher's teaching method is a determining factor of the students' enthusiasm in learning especially learning English.

**Keywords:** *teacher's teaching methods, students' learning enthusiasm*

## Introduction

Teaching methods encompass the principles and techniques used for instruction, applied by teachers to achieve desired learning outcomes in students. These strategies are partly determined by the subject matter being taught and partly by student characteristics. For a teaching method to be appropriate and effective, it must align with student characteristics and the type of learning

expected to occur. Davis (1997) suggests that the design and selection of teaching methods should consider not only the nature of the subject matter but also how students learn.

However, teaching methods tend to lead to certain actions and changes in students toward achieving learning goals. Platero (2015) states that teaching methods are tools used to guide the teaching and learning process. Some high school English teachers have limited knowledge about English classes, leading to a lack of attention to proper instruction. Therefore, finding ways to help high school teachers improve ineffective teaching methods to enhance students' learning enthusiasm is an important agenda.

Enthusiasm is a strong feeling of excitement and interest in something, along with a desire to be actively involved. Students' enthusiasm for learning English is closely related to several personal factors, including motivation, attitude, and self-esteem, as learning enthusiasm is a complex psychological condition. Additionally, students' level of cooperation and participation is also a reflection of their learning enthusiasm (Zheng, 2014).

Given the challenges related to learning enthusiasm, various efforts have been made to address this issue. The main goal is to ensure that the teaching methods used align with the level of scientific content, encourage creative activities, and motivate the development of cognitive interests that connect with school life. Therefore, teaching should move away from rigid and traditional scholastic frameworks, promoting systematic learning that prepares students for societal roles. Although many educators and academics have conducted extensive research to find the connection between English teachers' classroom instruction and students' learning enthusiasm, most of these studies have focused on university students, while high school students have received less attention.

Based on the issues mentioned above, the researcher conducted a study on how teachers' teaching methods influence students' learning enthusiasm at SMAN 8 Makassar, specifically among 11th-grade students. Observations of the learning process and interviews with teachers indicated that, in general, students lacked enthusiasm in English learning.

## **Method**

This study employed a QUAN-qual model, where quantitative data was emphasized more than qualitative data. Quantitative data were obtained from questionnaires, while qualitative data were collected through interviews. The population consisted of eleventh grade students at SMAN 8 Makassar during the 2015/2016 academic year.

The research used a cluster sampling technique to select teachers and students as samples. The eleventh-grade students were divided into ten classes, including six science classes (XI IPA 1, 2, 3, 4, 5 and 6) and four social science classes (XI IPS 1, 2, 3, and 4). Each class consisted of 27 students, totaling 270 students.

The researcher selected one class as the sample, XI IPS 2, along with one English teacher who taught eleventh grade students as the research subject.

In this study, three research instruments were used: an observation checklist, interview questions, and a questionnaire. Observation Checklist; Used to observe the teaching methods applied by the teacher in class and students' learning enthusiasm during the learning process. This instrument aimed to identify the teaching methods employed by the English teacher during classroom activities.

Interviews; Conducted with teachers and students to obtain direct information from teachers regarding the teaching methods they used in English lessons and to understand students' opinions and responses to these methods. Interview questions were designed to explore students' learning enthusiasm concerning their English teacher's teaching methods. Questionnaire; Used to gather students' responses regarding the teaching methods applied by their English teacher during the classroom learning process. The researcher followed several procedures to collect the data:

#### 1. Observation Checklist

The researcher conducted an observation checklist in the English class with the sample teacher during the teaching and learning process. The researcher observed the teacher's activities based on specific criteria to determine the teaching methods used in providing feedback to students and the types of feedback implemented in the learning process.

#### 2. Interview Questions

The researcher conducted interviews with teachers and students after the classroom learning process. These interviews aimed to explore the teaching methods applied by the teacher and to gather students' responses regarding their learning enthusiasm toward the teaching methods used by their English teacher.

#### 3. Questionnaire

To collect data from the research sample, the researcher distributed questionnaires to the participants (students) after the English teaching and learning process. The questionnaire was designed to assess students' responses regarding their learning enthusiasm toward the teaching methods applied by their English teacher.

The data obtained through questionnaire instrument were tabulated and analyzed in which the result of the questionnaires was transformed into percentages in terms of the students' learning enthusiasm perception toward teachers' teaching method. The result of this questionnaire was analyzed by using Likert scale method. The participants were asked to rate statement by their level statement (Gay, 2006:130):

Table 1 Likert Scale Questionnaire

NO	Series of Statement	Score	
		Positive	Negative
1	Strongly agree	5	1
2	Agree	4	2
3	Undecided	3	3
4	Disagree	2	4
5	Strongly disagree	1	5

The questionnaire consists of 9 positive and 9 negative statements. . If a respondent answers all the positive statements with strongly agree and all the negative statements with strongly disagree, he/she got one hundred (100) score, and the one who answer all the positive statement strongly disagree and all negative statements strongly agree, got eighteen (18) score. So, the interval is formulated as follows:

$$\text{Interval} = \frac{\text{the highest score} - \text{the lowest score}}{\text{amount of categories}}$$

$$\text{Interval} = \frac{90 - 18}{5}$$

$$\text{Interval} = \frac{72}{5}$$

$$\text{Interval} = 14$$

(gay, Mills, Airasian, 2006)

It means that the interval of one category to another category is 16. Below is the table of the rating score for each category ranged:

Table 2 Classification of Students' Enthusiasm

No	Range Score	Classification
1	76-90	Strongly Enthusiastic
2	61.5-75.9	Enthusiastic
3	47-61.4	Moderately Enthusiastic
4	32.5-46.9	Somewhat Enthusiastic
5	18-32.4	Not Enthusiastic

(Gay, Mills, Airasian, 2006)

Scoring the students answer, then the researcher scored (1-5) each statement. The data from the test were analyzed by mean score technique. The formula used for this purpose is:

$$M = \frac{\sum x}{N}$$

Where: M/1= mean Score

$\sum x$  = The Sum of Total Score

N/1= The total number of Students/ Respondents

(Hady, 1980:246)

The percentage of each item in questionnaire tabulated following the formula:

$$P = \frac{F}{Q} \times 100 \%$$

Where: P = Percentage

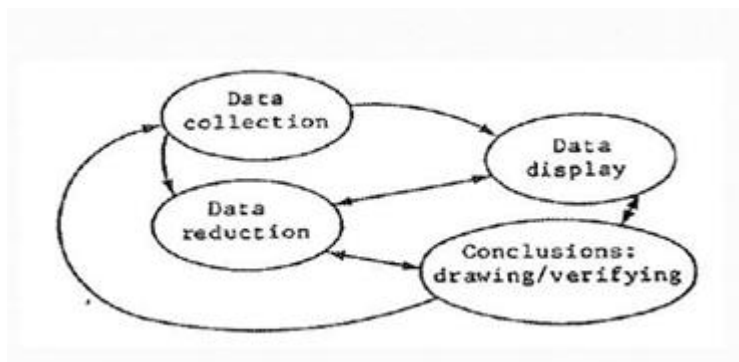
F = Frequency

Q = Total Population

(Sudjana, 1991)

Then, the observation checklist was analyzed by interpreting the checklist in which the ones marked and unmarked indicated the teacher's teaching method.

Data from interview was analyzed qualitatively based on Miles and Hubermann (1944:10) model covering data reduction, data display, conclusion drawing/verification. In data reduction, the researcher classified, directed, and organized data by removing irrelevant data and taking the needed data. In data display, the reduced data was presented in the form of brief description, and relationship between categories. In conclusion drawing/verification, the researcher made interpretation of the data displayed.



(Miles and Huberman, 1994)

## Result

There were two observation checklists done, for the teacher and the students. It was used to know teaching method used by the teacher and the students' condition during the process of teaching and learning. The result of the observation checklist is presented in the following tables:

Table 3 Observation Checklist for Teacher

No.	Action	Mark
1.	Opening the class by greetings and introduction in English	✓
2.	Motivating the students before teaching the main materials	-
3.	Explaining the learning objectives to the students	-
4.	Previewing the materials in the previous meeting	✓
5.	Explaining the materials, the students are about to learn	✓
6.	Asking the students' opinion about the materials taught	✓
	Explaining learning goal, background of the materials, the	
8.	Interacting with the students in directing them to the materials	✓
9.	Dominating the class by lecturing	✓
10.	Asking the students to work individually	✓
11.	Asking the students to work in pairs or groups	-
12.	Using teaching	-
13.	Using authentic teaching medias (video, pictures, etc.)	-
14.	Giving much guidance when students do their task	✓
	Giving task based on students' daily life, activities, and	
16.	Asking students perform their task in the form of discussion	✓
	Asking students' opinion related to the task discussed at the end	
18.	Giving correction at the end of the meeting	-
19.	Giving additional assignment to the students	✓
20.	Closing the class by concluding the materials	✓

The observation checklist as presented in Table 3 above shows a brief description in terms of the teacher's teaching method in the classroom. Of 20 indicators, the teacher did not perform 7 during the teaching and learning process. In this case, the first checklist indicated that teacher did not attempt to give the students motivation or encourage them to learn before the materials were taught. Moreover, she did not explain the learning objective or did not make the students well-prepared following the class. Furthermore, she tended to ask the students to work individually rather than in pairs or groups. In addition, she did not make use of teaching media during the class and did not give any correction to the students at the end of the meeting. Thus, the teacher's teaching method was more conventional. In this case, the teacher's teaching method focused on lecturing, worksheet, and tended to be teacher-centered.

Table 4 Observation Checklist for Students

No.	Action	F	P
1.	Students greet the teacher	5	18.52%
2.	Students pay attention to the teacher's explanation	5	18.52%
3.	Students bring learning tools	5	18.52%
4.	Students bring dictionary	3	11.11%
5.	Students show excitement in learning	2	7.41%
6.	Students ask the teacher	3	11.11%
7.	Students give feedback to the teacher's explanation	2	7.41%
8.	Students do the task curiously	2	7.41%
	Total		100%

Based on the table it was found that 5 (18.52%) Students greet the teacher, 5 (18.52%) Students pay attention to the teacher's explanation, 5 (18.52%) Students bring learning tools, 3 (11.11%) Students bring dictionary, 2 (7.41%) Students show excitement in learning, 3 (11.11%) Students pay attention to the teacher's explanation, 2 (7.41%) Students give feedback to the teacher's explanation, and 2 (7.41%) Students do the task curiously.

Questionnaire was used to find out the students' responses about the method of teaching from their English teacher in learning English in the classroom.

Table 5 Students' Classification of Enthusiasm

No.	Interval	Classification	F	%
1	84-100	Strongly Enthusiastic	0	0
2	68-83	Enthusiastic	1	3.70
3	/152-67	Moderate	2	77.78
4	36-51	Not Enthusiastic	5	18.52
5	20-35	Strongly Not	0	0
Total			2	100

Table 5 shows that most of the students or 21 of them (77.78%) were in moderate state of enthusiasm. However, no student was strongly enthusiastic and there was only 1 student (3.70%) categorized as enthusiastic. The good point here is that none of the students occupied strongly not enthusiastic. It was also relevant with the mean score of the questionnaire showing 55.70 or in moderate category (see appendix 13). In this case, the students did not really have high or good enthusiasm towards their English teacher's teaching method.

The researcher performed interview to confirm the students' enthusiasm collected from the questionnaire and the teacher's response on her teaching method gathered from the observation checklist or to be additional information. Interview for teachers consists of 8 questions, while the interview for students includes 10 questions. From the teacher's interview, the researcher found that the English teacher preferred teaching much theory and asking students to memorize vocabulary. Moreover, the teacher focused on the students' communicative competence and grammatical competence. Moreover, the teacher argued that she interchangeably implemented lecturing method, group discussion, and individual task when teaching in the classroom.

In terms of teaching media, the English teacher stated that she often used teaching media to help her run the class more effective such as audio recording, videos, and pictures. She further said that she usually repeated her explanation when some students seemed to not understand.

From the students' interview, the researcher found similar responses from the students. In terms of the teacher's strategy in teaching represented by the interview the students said that their teacher only asked them to do a worksheet in each meeting, dictating, translating, reading, and also the teacher often asked them to memorize vocabulary related to the material learned. Moreover, they added that their teacher needs to explain more the material she taught when teaching. In addition, the English teacher rarely managed the students into groups to discuss the material.

On the other hand, related to interaction the students argued that their teacher when using English in classroom needed to make sure whether the students understood the explanation. Otherwise, the teacher needed to explain again to the students using language. Moreover, most students stated that they seldom asked questions or answer the teacher's questions when the class was almost finished. After all, most students stated that they liked learning English and



considered English to be important to learn.

### **Discussions**

The discussion of the research seems to be in line with a study from Danial (2011) entitled investigating teaching method used by the English teacher in accelerated class at SMAN 17 Makassar. This research found that some students in accelerated class needed the variety of teaching methods used by the teacher teaching methods to avoid the boredom and to improve their ability. Arbianti (2011) investigated teacher's teaching style in nurturing the motivation of the second-grade students of SMAN 3 Makassar in learning English. Her research's results were considered to be positive and the teacher's teaching styles nurture the motivation in learning English.

Meanwhile, Yusran (2011) studied the effect of English teacher feedbacks toward students' motivation. His research's findings indicated that the teacher provided more oral feedback and occasionally provided written feedback the English teacher were mostly positive thus, the effect of the feedbacks given toward the students' motivation was positive. Patrick (2014) investigated the influence of teaching strategies on students' achievement in higher order skills in University of Melbourne. His research findings showed that they were able to provide strategies to develop higher order skills in either mathematics or reading comprehension. In addition, Zheng, (2014) studied the influence of English teachers' classroom English on students' learning enthusiasm in junior high school. This research found that the English teachers' classroom English has a lot to do with junior high school students' learning enthusiasm because English teachers' classroom English is not only the main source of language input, but also an instrument of accomplishing teaching goals.

The statements above emphasize that teacher's teaching method or skills are determining factors affecting students' learning enthusiasm. In this case, the English teacher of SMAN 8 Makassar performed teaching method that did not boost the students' enthusiasm in learning. Most students have low degree of enthusiasm in terms of participating in teaching and learning process.

### **Conclusion**

Based on the discussion, the researcher has come to the conclusion that the English teacher's teaching method of SMAN 8 Makassar influenced the students' learning enthusiasm in which the level of the students' enthusiasm was moderate. It was proven by the result of the observation checklist, questionnaire, and interview. The observation checklist for the teacher presented the teacher's teaching method performed during the classroom that missed some indicators and indicated that the teacher tended to apply lecturing, worksheet, and to be teacher-centered. Meanwhile, the observation checklist for the students' presented the students' condition during the teaching and learning process which was still far from the expected enthusiasm. The questionnaire strengthened it showing that most students were in moderate state of enthusiasm or in other words they have low degree of learning enthusiasm. Meanwhile, the result of the interview strengthened the data from observation checklist and questionnaire that the English teacher's teaching method contributed to the students' learning

enthusiasm, which was still less.

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