

THE CORRELATION BETWEEN ENGLISH TEACHERS' TEACHING STYLE AND STUDENTS' LEARNING ACHIEVEMENT AT PUBLIC JUNIOR HIGH SCHOOLS IN TEMBILAHAN

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Abstract

This study investigates the correlation between English teachers' teaching styles and students' learning achievement at Public Junior High Schools in Tembilahan. The research employed a quantitative correlational design involving 150 eighth-grade students and 5 English teachers selected through purposive sampling. Data were collected using a teaching style questionnaire based on the Grasha-Richmann model and a multiple-choice achievement test. The results revealed that the most dominant teaching style among teachers was the *Facilitator* style (40%), indicating a student-centered approach emphasizing guidance and active participation. The correlation analysis using Pearson Product Moment showed a moderate positive correlation ($r = 0.401$) between teachers' teaching styles and students' learning achievement; however, the relationship was not statistically significant ($Sig = 0.503 > 0.05$).

Keywords: *Correlational Study, Teaching Style, Learning Achievement*

INTRODUCTION

The learning process is the core of educational activities that determines the extent to which students are able to understand and master the subject matter. The success of learning is greatly influenced by the interaction between teachers and students in the classroom. In English language learning, the teacher's role is particularly important because teachers not only act as transmitters of information but also as facilitators who help students develop understanding and language skills. Each teacher has a distinct teaching style, shaped by their personality, experience, and beliefs about the most effective way to teach. On the other hand, each student possesses a different learning style in receiving, processing, and understanding information.

The term "teaching style" describes a teacher's quality, preferred approach to problem-solving, interactions with students, completion of assignments and decision-making, classroom management, and behavior, including information presentation, subject-matter planning, and learning activities (Vaughn & Baker, 2001). Meanwhile, student's learning style is a technique for them to learn knowledge in a way that suits them (Wang, 2007). To put it another way, learning styles are more interested in how students absorb and process information than in what they have been taught. It suggests that every individual has a distinct learning style, which facilitates their understanding of the teacher's lessons. The outcome of a student's learning in a subject or course is their achievement.

According to Mustaqim (2019) learning achievement is a skill or change in behavior that is achieved as a result of performance tests given during the learning process, and the results are presented in the form of test scores, exams, or achievement reports. Meanwhile, Te Winkel (2006) said that "learning achievement is a proof of learning success or a student's ability to carry out learning activities according to the weight achieved". In short, learning achievement is target measured by competences of the students in learning which are shown by score as a sign and score is not a final expectation.

The interviews with the teachers at the school where the study was done provide insight into this situation. According to the researcher, some students struggle with learning, particularly when it comes to English. These include students who are less engaged in their studies, teachers who continue to use the telling method, and students who are slow learners, such as those who have trouble remembering vocabulary or who don't understand the information that is being taught. Some students would rather read while on the go, others would rather learn by shifting seats, like in group study, while yet others would rather play while studying. In addition, the majority of students are unaware of their preferred methods of learning, and learning can be challenging. The majority of students frequently struggle to put their thoughts into words. Some students may rather remain silent than participate in class activities. Students' talents can be influenced by a variety of factors, one of which is their learning style. Therefore, a teacher must be aware of how each learner's learning style absorbs and comprehends the material in order for the students to properly understand the material offered, especially the English learning material. In order to make it simpler for the teacher to modify and implement a teaching strategy that is suitable for the subject matter being taught.

This finding supported by their English teacher that explained some students active in the class if the teacher teaches used a game, discuss, individual or group presentations. It means that most of the students have a different learning in learning English. Based on the phenomenon above, the researcher is curious to investigate some objectives as specified as attached:

1. To investigate teachers' teaching style preferences at Junior High Schools in Tembilahan.
2. To find out if there is a correlation between English teachers' teaching style preferences and students' learning achievement at Junior High Schools Tembilahan.

The finding of the research is expected to give some inputs and valuable contributions to the following:

1. Theoretical Needs

In this study, the researcher fills the gap in theories that have not been extensively explored in previous research, addresses or modifies existing theories to better fit new contexts, tests the validity of these theories under different conditions and learning environments, and provides a foundation for future research to develop more complete, contextual, and comprehensive models

2. Practical Needs

- a. To the teachers, in order to determine their own teaching style. It is expected to create the effective teaching style in delivering and implementing the material while teaching process.
- b. To the students, in order to realize their own learning strategies. It is expected to improve their ability in acquiring and understanding the information while learning process.
- c. To the readers as an input information to increase their knowledge about education and being familiar with this topic.
- d. To the following researcher in conducting the research about teacher teaching style preferences, students learning strategies and student's English achievement.

LITERATURE REVIEW

A. Teaching Style

Fischer and Fischer (1979) stated that teaching styles are the ways in which teachers engage with their students. Teaching style encompass a broad range of tactics, including group projects, lectures, discussion facilitation, and more. How to pick a teaching style based on the subject matter, the needs of the students, and the learning objectives. A study by Wang, Stein & Shein (2021) found that different teaching philosophies can affect students' participation in different ways. In order to increase students' motivation and engagement in their learning process, teachers can help them see the value of their studies, use a variety of teaching philosophies to create learning experiences, provide challenges, and relate theories to real-world applications. Then, Grasha (1994), defined teaching style as a teacher's manner of delivering knowledge, engaging with students, overseeing assignments, directing classroom activities, acclimating students to their subject, and mentoring students.

B. Types of Teaching Style

Every teacher has a different style that they use in teaching process. According to Grasha (1996), mentions that the teaching styles examined in the integrated model are those of the Expert, Formal Authority, Personal Model, Facilitator, and Delegator.

1. Expert

The expert possesses knowledge and expertise that students need. She or he strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. The teacher is concerned with transmitting information and ensuring that students are well prepared.

2. Formal Authority

This teaching style is a teacher-centered approach where teachers are responsible for providing and controlling the flow of content. The formal authority type possesses status among some students because of knowledge and role as a faculty member. The teacher is concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students.

3. Personal Model

The demonstrator/personal teacher sets an example for how to think and act because they believe in teaching by example. By demonstrating how to accomplish things, this teacher supervises, mentors, and guides the class. Students are encouraged to watch and then model the teacher's methods. Personal model teachers are typically teacher-centered and place a strong emphasis on modeling and demonstrating in the classroom.

4. Facilitator

This type of teaching styles works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students. This method is student-centered. The student is responsible for completing a variety of tasks, with the teacher serving as a facilitator. This kind of instruction encourages both individual and group learning.

5. Delegator

Developing students' ability to operate independently is the teacher's main priority. Students can work in autonomous teams or independently on projects. The teacher is available as a resource at the students' request. The goal of delegator styles is to mold students' capacity for independent learning. Students and/or groups of students are given authority and accountability for learning by the teacher.

C. Students' Learning Achievement

According to Mustaqim (2019) learning achievement is a skill or change in behavior that is achieved as a result of performance tests given during the learning process, and the results are presented in the form of test scores, exams, or achievement reports. Mastery of information or abilities acquired by subjects, which are often quantified in the value of the exam, is considered learning achievement (Irna, 2020). Meanwhile, Te Winkel (2006) said that "learning achievement is a proof of learning success or a student's ability to carry out learning activities according to the weight achieved".

In this stud, there are 2 hypotheses, namemly:

H_0 : There is no correlation between English teachers' teaching style preferences and students' learning achievement at Junior High Schools in Tembilahan.

H_a : There is a correlation between English teachers' teaching style preferences and students' learning achievement at Junior High Schools in Tembilahan.

RESEARCH METHOD

A. Research Design

This research applied a correlational research and conducted through the quantitative method. This research aimed to give description quantitatively about the correlation between English teachers' teaching style and students learning style toward their learning achievement. This research employed questionnaire and test. Questionnaire was aimed to find out the English teachers' teaching style and students learning style. Test was aimed to find out the students' learning achievement.

B. Population and Sample of the Research

1. Population of the research

The population of this research was the eighth-grade students and teacher that teach at five of Public Junior High Schools in Tembilahan. Total number of students and teacher are as follow:

Table 1
The Total Number of Population at Junior High Schools in Tembilahan

Name of Schools	Classes	Number of Students
A	11	324
B	5	138
C	10	292
D	5	152
E	5	137
Total	36	1.043

Table 2
The Population of English Teachers of Eighth Grade in Junior High Schools Tembilahan

Name of Schools	Number of Teachers
A	2
B	2
C	2
D	2
E	2
Total	10

2. Sample of the research

Purposive sampling was used to take students to be participants in this research. Purposive sampling is ‘used to select respondents that are most likely to yield appropriate and useful information’ (Kelly, 2010, in Campbell, et. al, 2020). Then, the researcher considered to the total population of this research which had 1.043 students were too large, the researcher selected 15% of total population as the sample. According to Arikunto (2006) in Muslih and Sari (2017), if the subject is less than 100, preferably taken all. But, if the number of subjects of magnitude more than 100, it can be between 10% - 15% or 20% - 25% or more. So, in this research, the researcher selected 216 students or 14,38% total of population.

Table 4
The Sample of Eight Grade Students in Junior High Schools Tembilahan

Name of Schools	Class	Number of Students
A	8.1	30
B	8.1	28
C	8.1	32
D	8.1	32
E	8.1	28
Total		150

Table 3
The Sample of English Teachers of Eighth Grade in Junior High Schools Tembilahan

Name of School	Number of Teachers
A	1
B	1
C	1
D	1
E	1
Total	5

C. Data Collection

In this research, the data will be collected by using several techniques, such as:

1. Questionnaire

The questionnaire is an instrument widely used and useful for collecting information, often numerical data, providing structured, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze (Wilson and McLean, 1994 cited in (Cohen et al., 2007)). The questionnaire for teacher consist of 40 statements and made another 40 statements negative with the same indicator in order to avoid invalid and unreliable which contained five styles, expert, formal authority, personal model, facilitator, and delegator style.

Table 5
Blue Print of Teaching Style Questionnaire by Grasha-Richmann

No.	Objectives	Styles	Indicators	
1.		Expert	Possesses knowledge and expertise that students need.	
			Concerned with transmitting information and ensuring that students are well prepared.	
			Teacher as a storehouse of knowledge for his students.	
2.	To figure out the teaching tyles of male and female English lecturer/teacher	Formal Authority	Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students.	
3.			Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.	
4.		Facilitator	Emphasizes the personal nature of teacher student interactions by guiding students, designing group activities for collaboration and problem-solving.	
			The instructor acts as a facilitator and the responsibility is placed on the student to achieve results for various tasks.	
			The lecturer is available at the request of students as a resource person.	
			Students work independently on projects or as part of autonomous teams.	

5.		Delegator	A lecturer spends time consulting with students and how to improve their work on individual and/or group project.
			Students can make choices among activities in order to complete course requirements.
			Lecturer's approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities and subordinates.

The questionnaire in this study is a Likert Type questionnaire which provided the students with five responses option Strongly agree (Sangat Setuju, SS), Agree (Setuju, S). Neutral (Netral, N). Disagree, (Tidak Setuju, TS). Strongly Disagree (Sangat Tidak Setuju, STS). The degree of scale is described is follow:

Table 6
The Questionnaire Scoring

Scale	Positive Statement	Negative Statement
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

The questionnaire will be translated into Bahasa Indonesia to avoid the possibility of different perception in understanding the statement. Therefore, using Bahasa Indonesia in the statement will be useful for students to understand and answer the question.

2. Test

The test instrument played an important role in collecting the data. In this research, the writer administered test to the students to know about student achievement. The writer used multiple choice types in order to make it more objective to score. The material and its question were selected from the types of text that have been studied by students.

D. Data Analysis Technique

According to Creswell (2012), quantitative research is defined as a type of research method that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) and can say explaining whether an intervention influences an outcome for one group as opposed to another group. Questionnaire administration will do by setting up data files, including coding the data, numbering the questionnaires, and inputting the data. The Statistical Package for the Social Sciences (SPSS) will use to analyze students' responses towards the learning style preferences questionnaire and teachers' responses towards the teaching style questionnaire.

Table 7
Score of Teaching Style

Teaching Style	Low Score	Moderate Score	High Score
Delegator	1.0 – 3.2	3.3 – 4.8	4.9 – 7.0
Expert	1.0 – 4.0	4.1 – 5.4	5.5 – 7.0
Facilitator	1.0 – 4.3	4.4 – 5.7	5.8 – 7.0
Formal Authority	1.0 – 3.7	3.8 – 5.3	5.4 – 7.0
Personal Model	1.0 – 2.6	2.7 – 4.2	4.3 – 7.0

Table 8	
Category of Student' Achievement	
Category	Interval
Poor	0 – 40
Fair	41 – 65
Good	68 – 85
Excellent	86 – 100

To know about there was a significant correlation between English teachers' teaching style, Students' Learning Style Preferences and Students' Learning Achievement the data analyzed statistically by used Person Product Moment Correlation Coefficient using SPSS 25. In order to find out the categories of score, the following are classification of the score.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[(N \sum X^2 - (\sum X)^2)[N \sum Y^2 - (\sum Y)^2]}}$$

Note:

r : Coefficient of correlation between X variable and Y variable (Koefisien korelasi antara variable X dan variable Y)

N : Number of respondents

$\sum XY$: The sum of the products of X and Y scores for each students

$\sum X$: The sum of X scores

$\sum Y$: The sum of Y scores

$\sum X^2$: The sum of quadrate of each X scores

$\sum Y^2$: The sum of quadrate of each Y scores

$(\sum X)^2$: The sum of the quadrate of $\sum X$ scores

$(\sum Y)^2$: The sum of the quadrate of $\sum Y$ scores

Significant critical value: 0.05 and 0.01

After the r was found then the writer interprets the correlation based on following level of correlation.

Table 9
The Level of Correlation

Product Moment (r)	Interpretation
0.00 – 0.199	Very low Correlation
0.20 – 0.399	Low correlation
0.40 – 0.599	Moderate Correlation
0.60 – 0.799	High Correlation
0.80 – 1.000	Very High Correlation

Sugiyono (2013)

E. Validity and Reliability

1. Validity of the questionnaire

The validity is related to evaluate of the questionnaire items in terms of feasibility, readability, consistency of style and formatting, and the clarity of the language used. Before the questionnaire is administered to the sample, the instrument is validated. In test validity, the writer got 60 items valid from 80 items of Teacher Teaching Style.

2. Reliability of the Questionnaire

The writer use SPSS 25 in order to know the reliability of questionnaire. The result can be seen as below:

The Reliability of Teacher Teacing Style Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.989	80

From the result it can be seen that r -result = 0.989. Then the writer compared to r -table with $N=5$ and 5% as significant level, that is r -table = 0.8783. It can be conclude that the instrument is reliable because r result > r -table = 0.989 > 0.8783.

RESULT AND DISCUSSION

School	Teacher	Teacher Teaching Style (%)					Score Max	Teachers Dominant Learning Style
		Delegator	Expert	Facilitator	Formal Authority	Personal Model		
A	1	100	91.43	94.29	86.67	96.67	100	Delegator
B	2	95	88.57	85.71	96.67	95	96.67	Formal Authority
C	3	92.5	85.71	97.14	96.67	96.67	97.14	Facilitator
D	4	90	84.29	97.14	80	80	97.14	Facilitator
E	5	87.5	94.29	92.86	83.33	90	94.29	Expert

Based on the table, the findings indicate a diversity of teaching styles across the five schools, with Facilitator being the most prevalent. This reflects a growing shift toward student-centered learning, where teachers focus on guiding, supporting, and engaging students in active learning experiences. Such variation in teaching styles demonstrates the teachers' adaptability and their commitment to encouraging meaningful and effective learning.

		Correlations	
		Mean_of_Teaching _Style	Mean_of_Student s'_Achievement
Mean_of_Teaching_Style	Pearson Correlation	1	.401
	Sig. (2-tailed)		.503
	N	5	5
Mean_of_Students'_Achievement	Pearson Correlation	.401	1
	Sig. (2-tailed)	.503	
	N	5	5

The table above presented the correlation between teachers' teaching style and students' achievement at Public Junior High School Tembilahan. The Pearson correlation coefficient obtained is 0.401, which indicates a positive correlation between the two variables. This suggests that as the quality or effectiveness of teachers' teaching styles increases, students' academic achievement also tends to improve. However, the strength of this relationship is classified as moderate, meaning that while there is a relationship, it is not particularly strong. The significance value (Sig. 2-tailed) is 0.503, which is higher than the conventional alpha level of 0.05. Therefore, it can be inferred that differences in teachers' teaching styles in this study do not have a statistically significant influence on students' academic performance, even though a positive tendency is observed. So, H_0 is accepted, meaning there is no significant correlation.

CONCLUSION

Based on the findings and discussion presented in this chapter, it can be concluded that the study identified a diversity of teaching and learning styles among teachers in five Public Junior High Schools in Tembilahan. The dominant teaching style among teachers was the Facilitator style (40%), followed by Delegator, Expert, and Formal Authority (each 20%), while none of the teachers demonstrated a Personal Model style. This indicates that most teachers applied a student-centered approach, acting as guides and encouraging students to be active participants in the learning process. The correlation analysis showed that there was no significant relationship between teachers' teaching styles and students' learning achievement ($r = 0.401$, $Sig = 0.503$). The results of this study indicate that although teachers' styles preferences, these aspects alone do not fully explain students' learning achievement.

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