

THE RELATIONSHIP BETWEEN TEACHER TEACHING STYLE AND STUDENTS' LEARNING MOTIVATION IN LEARNING ENGLISH AT TENTH GRADE OF SMA NEGERI 1 SIANTAR PERUMNAS BATU VI

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Received : 25 July 2025

Published : 05 September 2025

Revised : 10 August 2025

DOI : <https://doi.org/10.54443/ijset.v4i10.1125>

Accepted : 29 August 2025

Link Publish : <https://www.ijset.org/index.php/ijset/index>

Abstract

The purpose of this study is to write the relationship between teacher teaching styles and student learning benefits in the English division of class X of SMA Negeri 1 Siantar Perumnas Batu VI. This study is based on Grasha's (1996) teaching style theory, especially the facilitator teaching style, as well as the concept of learning motivation according to Sanchez-Boliver & Martinez-Martinez (2022) which emphasizes intrinsic motivation as a driver of student engagement. This study uses a quantitative descriptive correlational design. The study population was all class X students, while the sample was taken purposively from class X-2 which amounted to 36 students and 1 English teacher at SMA Negeri 1 Siantar Perumnas Batu VI. The research instrument was a questionnaire with a Likert scale, then the data were analyzed using the Person Product Moment correlation test through the SPSS program. The results of the study showed that there was a significant positive relationship between teacher teaching styles and student learning motivation with a correlation coefficient value of $r = 0.537$ and a significance of $p = 0.000$ ($p < 0.05$). This indicates that the more appropriate the facilitator teaching style applied by the teacher, the higher the student's motivation in learning English. Researchers concluded that a facilitator's teaching style plays a crucial role in increasing student learning motivation. Therefore, teachers are advised to adopt a teaching style that focuses on student guidance, interaction, and independence to create a more engaging and motivating learning environment.

Keywords: *Teacher Teaching Style, Learning Motivation Students*

INTRODUCTION

Education was a way for someone to expand their knowledge of the world, education had also been carried out by every human being from time to time to the next generation from the past until that period, to achieve the desired happiness of life, so that education was passed on to each generation. As time went by, the development of the era of education was something that had to be taken by everyone, as a solid foundation for continuing life in every human being. With education, every human being could follow the development of each era, especially the development of the era that required sophisticated technology. In the book of (John Dewey, 1916 chap 3) as cited by (Kucey. S. (2017)), it was said that for Dewey, democracy and education were interdependent, Dewey also argued that children should actively participate in their education because 'if the pupil did not have their own initiative in this direction, the result was a random groping for what was desired, and the formation of a habit of dependence on signals given by others or a teacher.

According to (John Dewey, (1916) p.85) as cited by (Yathukrishna.P.P.(2022)) also said that: "Education was the development of all capacities within an individual that would enable him to control his environment and fulfill his possibilities." This meant that if someone took an education, they would develop every capacity within themselves and could do everything that they thought possible, because education taught everyone always strive in all positive ways that could build them. According to (Rosalina, V, (2024). p. 2) in her research, the objectives of teaching English in Indonesian schools were: (a) developing oral and written communication skills, namely listening, reading, writing and speaking skills, (b) establishing the importance of learning English as a foreign language as the main teaching material, and (c) developing an understanding of the reciprocal relationship between

language and culture and broadening horizons, so that students had cross-cultural insights and were involved in. From the objectives of teaching English it can be concluded that teaching style strategies were essential to improve students' English learning abilities. According to Hardiatinur, Mahmud, M, Salija, K. 2023, p. 3) Teaching style was the way teachers taught, conveyed information, interacted with students, managed the class, assessed assignments, and guided students. Teaching style also referred to the way teachers designed their behavior based on student needs. The right teaching style of a teacher could increase the motivation to learn and the involvement of each student, especially in learning English. According to (Permatasari, C. Y., & Sujarwati, I., (2023), p. 13), teaching style was a component of the education system that could change the entire class. This meant that a teacher's teaching style greatly influenced classroom dynamics. The way teachers delivered material, interacted with students, and managed learning activities could create a positive learning environment, and vice versa. In other words, changes in teaching style could create a significant impact on student enthusiasm, engagement, and learning outcomes in the classroom.

Therefore, teachers had to have ideas and understanding of teaching styles that could be applied in learning English. By applying the right teaching style, each student could be more active and could easily understand the subject matter. When teachers understood the concept of teaching styles that suited the needs of each student, the students' learning motivation would increase. That learning English would be fun for students. The more enjoyable and modern the teaching style used, the higher the students' interest in learning and self-motivation in learning English. Because teaching style and student learning motivation had a very close relationship. When teachers understood how to apply creative teaching styles, each student would be more motivated to participate in learning. According to (Amelia, I., Nugraha, MA, & Yulianto, SW (2024)), student learning motivation was the most important key that had a significant influence on the learning process. Therefore, learning motivation determines the extent to which students were willing to try, concentrate, and persevere in carrying out learning activities. Without motivation, students tended to be passive, gave up easily, and found it difficult to achieve optimal results. Therefore, motivation was a key factor in the success of the learning process.

Based on the researcher's experience during an internship program at SMA Negeri 1 Siantar Perumnas Batu VI, it was found that some students showed enthusiasm in learning. However, when they saw their friends being lazy and not having partners to discuss in-depth after the teacher explained the material, their enthusiasm for learning decreased. As a result, over time, these students also adopted a lazy attitude. This was exacerbated by the teacher's teaching style, which tended to be traditional and less interactive, resulting in the lesson material not being conveyed clearly. As a result, students did not gain the understanding they needed in the learning process. Furthermore, school facilities that did not support English learning contributed to low student learning motivation. This situation was reflected in the increasing number of student absences from class. The lack of innovation in teaching methods made students feel unmotivated to learn actively. For example, research showed that variations in teacher teaching styles have a significant impact on student learning motivation.

According to (Robinson, 1975) as cited by (Özerk, G. (2020), p. 119) lazy students were unable to realize their potential, thus being at higher risk of various negative consequences, both for their academic and psychosocial development, such as low grades, absenteeism from school, and dropping out. Therefore, when students experienced boredom or laziness in learning English, this had an impact on their declining learning achievement which should meet the KKM (Minimum Learning Achievement Index) set by the government. This was especially relevant to the independent learning curriculum at the high school level, where the expected score was 75. However, many students scored below the KKM, some even scored as low as 20; for example, some scored 60.55. Most students' scores decreased, especially in the English learning exam. As a result, a teacher manipulated each student's grades to ensure they were eligible for promotion to the next grade. This practice prompted researchers to conduct this research to explore the reasons behind each student's declining grades. It could be argued that a particular teacher's teaching style also plays a significant role in increasing student learning motivation. Understanding this relationship could help teachers design more effective teaching methods that better support students' needs and improve their academic performance, which could help them achieve grades above the minimum minimum competency criteria (KKM).

So, based on the phenomenon above, this research was interested to explore "The Relationship between Teacher Teaching Style and Student Learning Motivation in English Learning for grade tenth at SMA Negeri 1 Siantar Perumnas Batu VI". Analysis of the relationship between teacher teaching style and student motivation in learning English showed that the two variables were closely related. In this case, of course, the teacher played a very active role in how each student had the motivation to learn through the teaching style of an English teacher. So, the focus of this research was to identify a person's teaching style that could support students' learning

motivation in learning English at the tenth grade of SMA Negeri 1 Siantar Perumnas Batu VI. So, she had great hope that changes in the idea of a teacher's teaching style greatly affected students' learning motivation, and ultimately, each student would experience an increase in grades and achievements in the field of English learning.

LITERATURE REVIEW

Teaching

According to (Ho, P. V. P., Thien, N. M., An, N. T. M., & Vy, N. N. H. (2020) p. 183 - 193) learning was an interactive activity between the giver and receiver of insight that took place in the classroom using teaching materials and directions given by the teacher to students. In the learning interaction that takes place in the classroom, the teacher or giver was a communicator. according to (Brown, (2006), in its fifth edition, p. 8) as cited by (Al-Qutaiti, Ahmad S.I., Mohin, M, (2022)) Teaching was guiding and facilitating learning, allowing students to learn, creating conditions for learning. An individual's understanding of the learning process significantly influenced their educational philosophy, teaching style, instructional approach, methods, and classroom techniques. Moreover, teaching was inherently interconnected with learning and cannot be defined independently from it. According to (Biggs, J, Tang, C, and Kennedy, G., first edition, fifth edition, (2022), p. 22) Good teaching was to make most students use the level of cognitive processes needed to achieve the expected results that were used spontaneously by more academic students.

Motivation

According to (Sjukur, 2013, p. 368- 378) as quoted by (Safaruddin, S., Ibrahim, N., Juhaeni, J., Harmilawati, H., & Qadrianti, L. (2020) Motivation is an element in humans that drives, guides, and maintains individual behavior or tendencies from time to time which has an important role, both for students and teachers.

METHOD

Research Design

This research applied a descriptive qualitative method. The purpose was to describe and interpret conversational implicatures used in The Drew Barrymore Talk Show.

Subject of the Research

The subject of this research was The Drew Barrymore Talk Show episode featuring Selena Gomez and Benny Blanco, which provided natural conversational data between the host and the guest stars.

Object of the Research

The object of the study was the utterances containing conversational implicatures (generalized and particularized) found in the talk show episode.

RESULTS AND DISCUSSION

In this section, the main research findings obtained from the results of data analysis in this chapter are presented. These findings are compiled to answer the problem formulation in chapter 1, namely:

1. The result of this research indicated a positive and significant relationship between teacher teaching style and students learning motivation n English learning in class X SMA Negeri 1 Siantar Prumnas Batu VI. Based on the Pearson Product Moment analysis, the r value ws obtained at 0.537 is included in the moderate category, so it can be interpreted that an increase in the quality of the facilitator style applied by teacher tends to be followed by an increase in student learning motivation. The coefficient of determination (R^2) is calculated by squaring the correlation value:

$$R^2 = (0.537)^2 = 0.288$$

When converted to a percentage, this value becomes 28.8%, meaning that 28.8% of the variation in student learning motivation can be explained by variations in teacher teaching styles. The remaining percentage was 71.2% (100% – 28.8%), indicating that most of the variation in student learning motivation was influenced by other factors such as personal interests, family support, the school environment, and learning facilities. A simple linear regression analysis also supported these findings, producing a positive and significant regression coefficient. This indicates that each increase in the teacher's facilitator style score was followed by an increase in the student's learning motivation score. This finding aligns with Grasha's (1996) argument that the facilitator style plays a crucial role in fostering students' intrinsic motivation through student-centered learning. Clear support was evident

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in the questionnaire results, where the majority of students voted "Agree" and "Strongly Agree" to the statement that the teacher provides opportunities for students to express their opinions, guides learning without dictating, and provides feedback that helps them correct mistakes. This indicates that the facilitator style was perceived positively and has a direct impact on student learning motivation.

Tabel 4.10 Variable X (Teacher Teaching Style – Facilitator Type)

Items	SD	D	QA	A	SA	Mean	Classification
1. My teacher provides various learning resources (books, videos, internet) for me to explore on my own.	1	0	0	1	34	4.86	High
2. My teacher helps me find the learning method that suits me best.	1	2	1	14	18	4.28	High
3. My teacher encourages students to share their ideas and opinions.	0	0	2	2	32	4.83	High
4. My English learning at school is interesting	0	0	2	18	16	4.39	High
5. I feel more motivated to learn when teachers give me the opportunity to explore English learning materials through other sources.	0	1	2	1	32	4.78	High
6. My teacher guides me more often than giving direct answers.	0	0	5	19	12	4.19	High
7. My teacher gives students the opportunity to work independently or in groups to find information.	1	0	1	20	14	4.28	High
8. My teacher accompanies students during discussions or presentations without taking over.	1	0	7	17	11	4.03	High
9. My teacher uses a variety of interesting teaching methods in class.	0	1	1	15	19	4.44	High
10. The role of teachers is very important in increasing students' learning motivation.	2	4	2	2	26	4.28	High

Based on the results of statistical analysis and presentation of descriptive data in tables 4.5 and 4.6, several important findings can be presented related to the two main variables of this research, namely the teacher's teaching style in the type of teaching style of the facility as variable X and student learning motivation as variable Y. For the teacher's teaching style in the type of teaching style of the facilitator, descriptive statistical analysis shows that the overall average score on 10 items ranges from 4.03 to 4.86, all of which are in the high category. This shows that students generally agree that their teachers consistently apply the English language facilitation style, each item scored high. These findings strongly indicate that teachers enrich the learning experience with a variety of resources. These results confirm that teachers provide opportunities for student participation, use interactive learning tools, and support collaborative learning, which are key characteristics of the facilitator style described by Grasha (1996).

Description:

For item 1 There were 34 students answers Strongly Agree the initial were: MS, JT, CP, PS, BS, VG, BT, SW, KH, KH, YM, BS, CT, AR, RW, LA, DS, DZ, AS, BH, LZ, SS, JS, BS, OD, AF, YM, MS, GS, MS, JS, LA, PS, HH., and 1 student answer Agree the initial: JS., and 1 student answer Strongly Disagree the initial: YS.

For item 2 There were 18 students answers Strongly Agree the initial were: YS, MS, CP, PS, VG, KH, RW, LA, DZ, AS, RM, JS, YM, MS, GS, MS, JS, HH., and 14 students answers Agree the initial: JT, BS, BT, KH, YM, BS, CT, AR, DS, BH, LZ, SS, OD, AF., and 1 student answer Quite Agree the initial: PS., and 2 students answers Disagree the initial: LA, SW., and 1 student answer Strongly Disagree: BS.

For item 3 There were 32 students answers Strongly Agree the initial were: MS, JT, CP, PS, VG, BT, SW, KH, KH, YM, BS, CT, AR, RW, LA, DS, DZ, AS, LZ, RM, SS, JS, OD, AF, YM, MS, GS, MS, JS, LA, PS, HH., and 2 students answers Agree the initial: BH, BS., and 2 students answers Quite Agree the initial: YS, BS.

For item 4 There were 16 students answers Strongly Agree the initial were: MS, CP, PS, VG, BT, SW, KH., CT, AR, RW, DZ, AS, BH, JS, BS, AF, YM, MS, MS, JS, HH and 18 students answers Agree the initial: JT, CP, PS, BS, KH, YM, BS, AR, RW, LA, DS, AS, LZ, RM, SS, OD, GS, PS., and 2 students answers Quite Agree the initial: YS, LA.

For item 5 There were 32 students answers Strongly Agree the initial were: YS, MS, JT, CP, PS, VG, SW, KH, KH, DAN, CT, AR, RW, GH, MS, JS, LA, PS, HH., and 1 student answer Agree the initial: BT., and 2 students answers Quite Agree the initial: BS, YM., and 1 student answer Disagree the initial: BS.

For item 6 There were 12 students answers Strongly Agree the initial were: JT, CP, VG, BT, KH, RW, DS, RM, JS, BS, PS, HH., and 19 students answers Agree the initial: MS, PS, SW, YM, BS, CT, LA, DZ, AS, BH, LZ, SS, OD, AF, YM, MS, GS, MS, JS., and 5 students answers Quite Agree the initial: YS, BS, KH, AR, LA.

For item 7 There were 14 students answers Strongly Agree the initial were: MS, CP, VG, KM, RW, LA, BH, LZ, SS, BS, JS, MS, LA, HH., and 20 students answers Agree the initial were: JT, PS, BS, BT, SW, KH, YM, BS, CT, AR, DS, DZ, AS, BH, RM, OD, AF, YM, MS, GS, LA., and 1 student answer Quite Agree the initial: YS., and 1 student answer Strongly Disagree the initial: PS.

For item 8 There were 11 students answers Strongly Agree the initial were: MS, BS, VG, SW, KH, YM, BS, CT, DZ, LZ, RM, SS, JS, YM, MS, GS, MS., and 17 students answers Agree the initial were: PS, KH, AR, LA, Delima Sitanggang, BH, DAN, OD, AF, GS, JS, HH., and 7 students answers Quite Agree the initial: YS, JT, CP, BT, RW, AS., and 1 student answer Strongly Disagree the initial: LA.

For item 9 There were 19 students answers Strongly Agree the initial were: MS, VG, BT, KH, KH, CT, AR, LA, DS, AS, BH, LZ, RM, SS, GS, MS, MS, JS, LA, PS., and 15 students answers Agree the initial were: JT, PS, CP, BS, SW, YM, BS, RW, DZ, JS, BS, OD, AF, YM, HH., and 1 student answer Quite Agree the initial: PS., and 1 student answer Strongly Disagree the initial: YS.

For item 10 There were 26 students answers Strongly Agree the initial were: YS, JT, BS, BT, KH, BS, CT, AR, RW, LA, DS, DZ, BH, LZ, RM, DAN, OD, AF, YM, MS, GS, MS, JS, LA, HH., and 2 students answers Agree the initial were: SS, VG., and 2 students answers Quite Agree the initial: MS, PS., and 4 students answers Disagree the initial: MS, PS, SW, YM., and 2 students answers Strongly Disagree the initial: CP, KH.

2. Descriptive analysis of the questionnaires showed that students' perceptions of the teacher's facilitator style in English learning were very positive. All items obtained average scores above the midpoint of the Likert scale (1–5), with the majority of respondents choosing "Agree" and "Strongly Agree" indicated that the average score of variable X (teacher's teaching style) was 44.36 with a standard deviation of 3.55, a minimum of 33, and a maximum of 49. When divided per item, the average score was 4.43, which was included in the "Agree (High)" category. This indicates that students perceive their teacher as successful in creating a learning environment that encourages active participation, independence, and collaboration. Students stated that the teacher provided clear instructions, facilitated group discussions, provided support when facing difficulties, and provided freedom of expression. For several items related to freedom of expression, the dominance of "Strongly Agree" answers indicates that students felt safe to spoken without fear of making mistakes. This finding is in line with Grasha's (1996) theory, which emphasizes that the facilitator style emphasizes the teacher's role as a guide who helps students find effective learning strategies through active interaction.

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Tabel 4.11 Variable Y (Students' Learning Motivation)

Items	SD	D	QA	A	SA	Mean	Classification
1. I feel enthusiaStic when learning English.	0	0	5	14	17	4.33	High
2. I consistently participate actively during English class.	0	4	17	11	4	3.42	High
3. I independently look for additional English learning materials.	1	4	19	10	2	3.22	Medium
4. I feel more motivated when I receive support from the teacher.	0	3	7	8	18	4.11	High
5. I enjoy participating in group during English lessons.	0	0	11	8	17	4.17	High
6. I continue learning English even when the material is challenging.	0	2	18	13	3	3.29	Medium
7. I have a strong desire to improve my English skills while my teacher is teaching.	1	1	16	12	6	3.42	High
8. I feel more motivated when the learning process is interactive.	0	0	9	13	14	4.17	High
9. I believe my English skills improve through class activities.	0	3	7	22	4	3.75	High
10. I am motivated to complete my English homework consistently.	1	5	18	6	6	3.31	Medium

Regarding student learning motivation, the average score for the 10 items ranged from 3.22 to 4.33, with most items in the high category and three items in the medium category. This reflects strong enthusiasm among students. Several items also scored moderately, indicating that although motivation to learn in class was high, persistence in independent learning outside of class could be further encouraged.

Description:

For item 1 There were 17 students answers Strongly Agree the initial were: YS, JT, PS, CG, KH, RW, YM, DS, AS, LZ, RM, DAN, OD, AF, GS, MS, JS, LA, PS, HH., and 14 students answers Agree the initial were: MS, CP, BS, VG, BT, KH, BS, CT, AR, DS, BH, SS, JS., and 5 students answers Quite Agree the initial: PS, SW, LA, YM, MS.

For item 2 There were 4 students answers Strongly Agree the initial were: JT, DZ, AF, PS., and 11 students answers Agree the initial were: MS, CP, PS, BS, BT, KH, KH, LA, BS, YM, LA., and 17 student answer Quite Agree the initial: YS, VG, SW, YM, BS, CT, AR, RW, DS, AS, BH, LZ, RM, SS, JS, OD, MS, JS, HH., and 4 students answersa Disagree the initial: AR, MS, GS, JS.

For item 3 There were 2 students answers Strongly Agree the initial were: JT, LZ., and 10 students answers Agree the initial were: MS, BS, BT, KH, YM, DS, RM, BS, OD, PS., and 19 student answer Quite Agree the initial: YS, VG, SW, YM, BS, CT, RW, DZ, AS, BH, SS, AF, MS, MS, JS, LA, HH., and 4 student answer Disagree the initial: CT, LA, JS, GS., and 1 student answer Strongly Disagree the intial: YM.

For item 4 There were 18 students answers Strongly Agree the initial were: YS, MS, KH, BS, AR, RW, AS, BH, LZ, SS, JS, AF, MS, JS, LA, PS, HH., and 8 students answers Agree the initial were: PS, VG, BT, LA, Delima Sitanggang, RM, MS., and 7 students answers Quite Agree the initial: JT, CP, BS, SW, DZ, DAN, YM. , and 3 students answers Strongly Disagree the initial: YM, CT, GS.

For item 5 There were 17 students answers Strongly Agree the initial were: YS, MS, PS, VG, KH, AR, RW, DZ, AS, BH, LS, AF, GS, MS, JS, PS, HH., and 8 students answers Agree the initial were: JT, CP, BS, BT, DS, BS, OD, MS., and 11 students answers Quite Agree the initial: SW, KH, YM, BS, CT, LA, YM, LA.

For item 6 There were 3 students answers Strongly Agree the initial were: CT, AS, JS., and 13 students answers Agree the initial were: MS, JT, CP, BS, BT, KH, KH, AR, DS, SS, BS, MS, PS., and 18 students answers Quite Agree the initial: YS, PS, VG, SW, YM, RW, DZ, BH, LZ, RM, OD, AF, YM, MS, GS, JS, LA, HH., and 2 students answers Disagree the initial: BS, LA.

For item 7 There were 6 students answers Strongly Agree the initial were: JT, CT, SS, BS, OD, HH., and 12 students answers Agree the initial were: MS, CP, KH, YM, RW, DZ, BH, RM, JS, AF, YM, PS., and 16 student answer Quite Agree the initial: YS, PS, BS, VG, BT, SW, KH, BS, AR, LA, DS, AS, LZ, MS, MS, LA., and 1 student answer Disagree the initial: GS., and 1 student answer Strongly Disagree the initial: JS.

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For item 8 There were 14 students answers Strongly Agree the initial were: YS, JT, VG, BT, KH, BS, RW, AS, BH, LZ, SS, JS, AF, LA., and 13 students answers Agree the initial were: MS, PS, BS, KH, AR, LA, DS, BS, MS, MS, JS, HH., and 9 students answers Quite Agree the initial: CP, SW, YM, RM, OD, YM, GS, PS.

For item 9 There were 4 students answers Strongly Agree the initial were: JS, BS, MS, MS., and 22 students answers Agree the initial were: YS, MS, JT, CP, PS, BS, VG, BT, KH, BS, AR, RW, DZ, AS, BH, LZ, RM, AF, GS, MS, LA, HH., and 7 students answers Quite Agree the initial: SW, KH, CT, LA, SS, OD, MS., and 3 students answers Disagree the initial: YM, DS, YM.

For item 10 There were 6 students answers Strongly Agree the initial were: BS, KH, RW, BH, LZ, AF., and 6 students answers Agree the initial were: KH, BS, AS, RM, JS, PS., and 18 student answer Quite Agree the initial: JT, CP, PS, VG, BT, CT, AR, LA, DS, DZ, SS, DAN, OD, YM, MS, JS, LA, HH., and 5 student answer Disagree the initial: YS, MS, YM, GS, MS., and 1 student answer Strongly Disagree the initial: SW.

Tabel 4.12 (supporting data)

Items	SD	D	QA	A	SA
1. The teacher acts as a facilitator, not the only source of information in the classroom.	0	0	0	0	1
2. Teachers provide constructive feedback and encouragement so that students are more enthusiastic about learning, such as providing space for students to explore learning via the internet or anything that makes it easier for them to grasp the learning.	0	0	0	1	0
3. Teachers use media such as audio, video, and images to support English teaching.	0	0	0	0	1
4. Teaching styles that focus on students can improve their learning outcomes.	0	0	0	1	0
5. Teaching styles that provide space for student creativity can increase their learning motivation.	0	0	0	0	1
6. The teacher's teaching style has a close relationship with students' enthusiasm or motivation to learn English.	0	0	0	1	0
7. Students are more enthusiastic about learning when they are given the opportunity to contribute to class projects.	0	0	0	0	1
8. Teachers encourage students to find their own answers through discussions or group activities, and encourage student activeness.	0	0	0	1	0
9. Collaborative approach in teaching English can increase students' motivation.	0	0	0	0	1
10. Students often ask questions or discuss when they do not understand the material.	0	0	0	1	0

Supporting data from teacher questionnaires indicated consistent classroom practices, with teachers reporting the use of facilitator techniques such as asking open-ended questions, monitoring group work, and providing constructive feedback. This alignment between student perceptions and teacher reports reinforces the conclusion that the use of a facilitator style has a significant positive impact on student learning motivation. These results directly address the research question, indicating that teaching style was a significant factor influencing the English learning motivation of tenth-grade students at SMA Negeri 1 Siantar Perumnas Batu VI.

DISCUSSION

The results of this study show a significant positive correlation between the facilitator's teaching style and student learning motivation in English learning for tenth-grade students at SMA Negeri 1 Siantar Perumnas Batu VI ($r = 0.537$, $p = 0.001$). This means that the more consistently the facilitator's teaching style is applied, the higher the students' motivation. Further descriptive statistics indicate that students considered the facilitator's teaching style highly effective (mean 4.03–4.86), particularly in aspects such as providing varied learning resources, encouraging class participation, and using interactive media. These results suggest that a facilitator-centered approach can actively engage students and increase their motivation to learn English. This finding was consistent with previous research. For example, Permatasari & Sujarwati (2023) found a significant relationship between teacher teaching style and tenth-grade students' English learning motivation at SMA Negeri 7 Bengkulu City. Similarly, Vivi Luviana & Wa Ode Veni Novahriana Jimad (2020) reported a strong correlation between teaching style and student motivation at SMP Negeri 29 Buton. Consistent with these studies, this research confirms that engaging and student-centered teaching styles result in higher motivation. Dewi, Sulistia Dewi, and Suprianti (2020) also noted that personalized and interactive approaches, such as calling students by their nicknames,

encourage active participation—an impact reflected in the findings of this research. Furthermore, Anggrainy, Zulaihati, & Wahono (2024) emphasized that teaching style significantly influences student motivation, alongside creativity and teaching skills. The moderate correlation observed in this study ($r = 0.537$) aligns with Idhaufi & Ashari (2017), who reported a moderate relationship between personal teaching style and student motivation in high school. This suggests that while facilitator style alone has a positive impact on motivation, other factors may also contribute, highlighting opportunities for future research.

Finally, these results indirectly support Yuangak (2019), who found that motivation and teaching style positively contribute to student achievement. Because this study shows that facilitator style significantly increases motivation, it also suggests a potential positive impact on academic achievement. The uniqueness of this study lies in its focus on facilitator style in English language learning at SMA Negeri 1 Siantar Perumnas Batu VI, a topic that has not been widely explored. By collecting data from both teachers and students, this study provides a more comprehensive perspective. The moderate correlation indicates that facilitator style contributes significantly to student motivation, while also highlighting the need for further studies exploring additional factors that can enhance motivation more effectively. In conclusion, the results of this research strengthen the theoretical and empirical evidence that teaching style—particularly facilitator style—plays a significant role in enhancing student motivation. Therefore, implementing a student-centered, interactive approach in English language education was recommended to maximize student engagement and motivation.

CONCLUSION

Based on the results of the analysis conducted by researcher on 36 students of class X of SMA Negeri 1 Siantar Perumnas Batu VI, it can be concluded that there is a significant relationship between the teacher's teaching style, especially the facilitator teaching style, and students' learning motivation in learning English. The correlation analysis shows a coefficient value of $r = 0.537$ with Sig. = 0.000, which indicates a moderate and positive correlation. This means that the more effectively the teacher explains the inviting facilitator teaching style, the higher the students' motivation in learning English. From the descriptive analysis, it was also found that the average score of students' perceptions of the facilitator teaching style reached 44.36, which indicates that students generally view the teacher's role positively in providing guidance, encouraging independence, and facilitating collaborative learning. Meanwhile, the average score of students' learning motivation was 37.45, which reflects that most students have a good level of motivation when taught with this approach. These findings indicate that the facilitator teaching style contributes to creating a learning environment that encourages student activity, critical thinking, and responsibility in the learning process. Students who perceive their teacher's teaching style positively also tend to show higher motivation to learn English, while students with lower perceptions tend to show weaker motivation. Overall, this study confirms Grasha's (1996) theoretical view that a facilitator teaching style was effective in creating student-centered learning, and supports Sanchez-Bolivar and Martinez-Martinez's (2022) concept that intrinsic motivation can be fostered when teachers provide opportunities for exploration, interaction, and reflection. Thus, it can be concluded that the implementation of a facilitator teaching style has been proven to be an important pedagogical factor in increasing student motivation to learn English in grade X of SMA Negeri 1 Siantar Perumnas Batu VI.

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