An Analysis of The Effect of Teaching Methods on Students' Motivation in Learning English

Oscar Ricman T.[1], Charlie Baka,[2] Elim Trika Sudarsi,[3] Ilmiah Ibrahim[4], Maminiaina Andosoa Faniriana[5]

[1]SMP Kristen Makale, [2,3]Universitas Kristen Makale, [4]UNISMUH Makassar, [5]University Catholic of Madagascar
E-Mail: oscarricman@gmail.com, charlie@ukitoraja.ac.id, elimtrikasudarsih@ukitoraja.ac.id, ilmiah@unismuh.ac.id, andofaniriana@gmail.com

Abstract: *This research aims to determine the effect of learning methods on students' learning motivation in English at SMP Kristen Makale. The method used was quantitative with a population of 127 class VII students and a sample of 40 students (32%), selected using proportional random sampling. Data was collected through observation, questionnaires and documentation, and then analyzed using simple linear regression and descriptive statistics. The research results show that learning methods have an influence of 53.1% on student learning motivation, with a correlation value (R) of 0.729. Lecture, demonstration, discussion, question and answer, and presentation methods all show high levels of student motivation, with percentages ranging from 72% to 76.8%. In conclusion, the learning methods used influence students' learning motivation, although some students are still not motivated. Teachers need to develop more diverse and innovative teaching methods to increase overall learning motivation.*

Keywords: *English language, Teaching Methods and Learning Motivation*

INTRODUCTION

English has become an incredibly important global language in today's era of globalization. Ability in English is an essential skill that can open broader opportunities in various fields, such as education, career, and international communication. Therefore, in the current era of globalization, having English language ability is crucial. Johann Wolfgang von Goethe, a German philosopher, once said, "those who know nothing about foreign language, they nothing about their own". This statement shows the importance of foreign language education. Additionally, English is also considered both a native language and a national language (Handayani, 2016).

The primary purpose of English language education is to help effective communication, both orally and in writing. This requires the development of skills to understand and interpret written texts, such as letters, articles, and others. In Indonesia, English is taught from elementary to higher education levels with the aim of preparing the younger generation to face global challenges. However, English language learning in schools often meets various obstacles, one of which is the low learning motivation of students.

Motivation is a key factor that influences the success of English language learning. Learning motivation is one of the factors figuring out students' success in achieving maximum learning outcomes. Students with high motivation to learn will be better at receiving lessons, and the attitudes generated by students will be more positive in learning (Sardiman, 2014). Therefore, students' learning motivation in learning English significantly figures out the effectiveness of learning. High motivation can encourage students to be more active and take part in the learning process, while low motivation can hinder their ability to master the language. Factors influencing students' learning motivation in the context of English language learning are crucial to be understood, especially in the framework of curriculum development that aligns with Outcome Based Education (OBE) principles, which emphasize learner-centered and goal-oriented approaches (Allo, Sudarsi, & Taula'bi, 2024).

Teaching methods are ways of presenting learning materials carried out by educators to start the learning process in students to achieve goals (Sutikno, 2009). The proper method can make learning more interesting and increase students' motivation. Conversely, inappropriate methods can make students feel bored and less interested, which can decrease their motivation in learning English.

LITERATURE REVIEW

This research aims to determine the effect of learning methods on students' learning motivation in English at SMP Kristen Makale. Mihalas, et al. (2009) argues that they notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to their students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well (Mihalas, et al., 2009). Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation.

1. Intrinsic Motivation

    Hayikaleng, Nair & Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticited by their intrinsic motivation, they study English because of their internal urge.

2. Extrinsic Motivation

    Hayikaleng, Nair & Krishnasamy (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

In the zeal of learning, motivation is necessary, because someone who has no motivation in learning, will not be possible to implement learning activities. Motivation is needed in determining the intensity of the learning effort for the students. Lai (2011) states that there is one of factors that influence student's motivation is reward. The function of reward may either encorage or reduce the motivation, suspending on the type of appreciations and the circumstances in which they are given. Teachers should try to let the students more.

RESEARCH METHOD

This research employed a quantitative research design aimed at investigating the influence of teaching methods on students' motivation to learn English at SMP Kristen Makale. Quantitative research involves the collection and analysis of numerical data to determine patterns, relationships, and effects between variables (Kasiram, 2008).

The population of this study consisted of 127 seventh-grade students. Using proportional random sampling, a total of 40 students (approximately 32% of the population) were selected as the research sample to ensure representativeness and reduce sampling bias.

Data collection was conducted using a closed-ended questionnaire, which is suitable for measuring specific variables with predetermined response options. The questionnaire included structured questions designed to measure students' levels of motivation and their perceptions of the teaching methods used in class.

To ensure validity and reliability, the questionnaire items were adapted from existing instruments and tested in a pilot study. The collected data were then analyzed using descriptive statistics and inferential statistical analysis. Descriptive statistics were used to summarize the distribution and trends in the students' responses. Meanwhile, inferential statistics were conducted using simple linear regression analysis via SPSS software to determine the strength and significance of the relationship between teaching methods (independent variable) and student motivation (dependent variable).

The threshold for significance was set at α = 0.05. If the significance value (p-value) is less than 0.05, it indicates a statistically significant effect of teaching methods on students' learning motivation.

FINDINGS AND DISCUSSION

This section presents the results of the data analysis and elaborates on their implications regarding the influence of teaching methods on students' motivation in learning English. The analysis was conducted using SPSS software, applying descriptive statistics and simple linear regression to determine the relationship and influence between the variables. The discussion aims to interpret these findings in the context of relevant educational theories and previous studies to provide a comprehensive understanding of how teaching methods impact student motivation.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3764.871	1	3764.871	43.080	.000[b]
	Residual	3320.904	38	87.392		
	Total	7085.775	39			

a. Dependent Variable: motivasi

b. Predictors: (Constant), metode

Source: Analysis results using SPSS

Based on the table above., it is known that the calculated F value = 43,080 with a significance level of 0.000 is smaller than 0.05, so the regression model can be used to predict the teaching method variable or in other words there is an effect of the teaching method variable (X) on the learning motivation variable (Y).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729[a]	.531	.519	9.348

a. Predictors: (Constant), metode

Based on the image 4.4, it can be explained that the correlation/relationship value (R) is 0.729, from the output the coefficient of determination (R square) is 0.531, which means that the influence of the independent variable (teaching method) on the dependent variable (learning motivation) is 53.1%.

The findings of this study clearly show that teaching methods have a significant impact on students' motivation in learning English. With a strong correlation (R = 0.729) and a determination coefficient of 53.1%, it is clear that how

a teacher delivers learning content influences students' enthusiasm, engagement, and willingness to participate in class activities.

This is in line with Emda (2018), who emphasized the crucial role of motivation in figuring out learning success. When students are taught using engaging and varied methods, they are more likely to be motivated. For instance, the demonstration and discussion methods encourage active participation and practical understanding, while the presentation method fosters confidence and communication skills.

However, despite the positive effects, some students still showed low motivation. This aligns with Irawan (2022), who pointed out that teacher creativity is vital in sustaining student interest. It suggests that while the selected methods are effective, their implementation might not fully cater to all students' learning preferences or needs. Teachers need to continuously innovate and adapt methods— integrating technology, gamification, or contextual learning approaches—to ensure a more inclusive motivational impact.

Moreover, the finding that 46.9% of the variance in motivation is explained by other factors highlights the multifaceted nature of learning motivation. These could include students' home environment, self-efficacy (Utami & Nurjati, 2017), peer influence, or even the perceived relevance of English to their future.

Therefore, this study underlines the importance of method selection in the classroom and encourages educators to reflect critically on how they teach. Motivated students are more likely to achieve better learning outcomes, and one effective way to foster such motivation is through innovative, student-centered teaching strategies.

CONCLUSION

Based on the points that have been analyzed in the discussion that has been explained, it can be concluded that there is an influence of teaching methods on student learning motivation in English learning at Makale Christian Middle School, which in this research consists of lecture, demonstration, discussion, question and answer and presentation methods. However, there are still some students who are not motivated by using these 5 methods. So, the teacher's role in applying teaching methods optimally and using more diverse, unique and new methods is one of the factors that can increase student learning motivation so that the learning material presented can be absorbed evenly by all students.

REFERENCES

Aditya, D. Y. (2016). Pengaruh penerapan metode pembelajaran resitasi terhadap hasil belajar matematika siswa. *SAP (Susunan Artikel Pendidikan)*, 1(2).

Agung, N. (2020). Peningkatan kemampuan debat bahasa arab mahasiswa melalui metode suggestopedia. *Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab*, 2(1), 19–29.

Allo, M. D. G., Sudarsi, E. T., & Taula'bi, N. (2024). Implementation of Outcome Based Education (OBE) principles in the curriculum of the English Education Study Program at a higher education in Toraja. Jurnal Onoma: Pendidikan, Bahasa, dan Sastra, 10(2), 1379-1391.

Amir, M. F. (2015, October). Pengaruh pembelajaran kontekstual terhadap kemampuan pemecahan masalah matematika siswa sekolah dasar. In *Prosiding Seminar Nasional Pendidikan* (pp. 34–42).

Astutik, Y., & Aulina, C. N. (2017). Metode total physical response (TPR) pada pengajaran bahasa Inggris siswa Taman Kanak-Kanak. *Metode Total Physical Response (TPR) pada Pengajaran Bahasa Inggris Siswa Taman Kanak-Kanak*, 17(2), 9–23.

Budiariawan, I. P. (2019). Hubungan motivasi belajar dengan hasil belajar pada mata pelajaran kimia. *Jurnal Pendidikan Kimia Indonesia*, 3(2), 103–111.

Ekaswari, N. M. (2020). Penerapan model pembelajaran SQ3R (Survey, Question, Read, Recite, Review) dengan media audio visual guna meningkatkan prestasi belajar bahasa Indonesia. *Mimbar Pendidikan Indonesia*, 1(2).

Ekowijayanto, M. (2019). Meningkatkan keterampilan berbicara dalam materi pembelajaran remedial melalui metode community language learning (CLL). *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 3(1), 66–72.

Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanida Journal*, 5(2), 172–182.

Embo, E. (2017). *Pengaruh penerapan metode pembelajaran terhadap motivasi belajar siswa di Sekolah Menengah Kejuruan Negeri 4 Makassar* [Undergraduate thesis, Universitas Negeri Makassar].

Endayani, T. B., Rina, C., & Agustina, M. (2020). Metode demonstrasi untuk meningkatkan hasil belajar siswa. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 5(2), 150–158.

Fauzia, S. N. (2021). Analisis penerapan metode tanya jawab dalam perkembangan bahasa anak. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*, 6(1).

Giemael, A., Rahmansyah, H., & Hasibuan, S. (2022). Pengaruh metode pembelajaran diskusi kelompok terhadap hasil belajar IPA kelas IV siswa di SD Negeri 100950 Tolong. *Jurnal Ilmiah Pendidikan Dasar (JIPDAS)*, 2(3), 117–122.

Hardianti, A., & Amirullah, A. (2016). Pengaruh motivasi belajar terhadap hasil belajar siswa kelas X jurusan administrasi perkantoran SMK YPLP PGRI 1 Makassar. *Jurnal Office*, 2(2).

Irawan, A. (2022). Kreativitas guru dalam memotivasi belajar peserta didik. *SKULA: Jurnal Pendidikan Profesi Guru Madrasah*, 2(2), 199–210.

Kasiram, M. (2008). *Metodologi penelitian*. UIN-Malang Press.

Sardiman, A. M. (2014). *Interaksi dan motivasi belajar mengajar*. Rajawali Pers.

Sutikno, M. (2009). *Belajar dan pembelajaran*. Bandung: Remaja Rosdakarya.

Taula'bi, N., Sudarsi, E. T., & Allo, M. D. G. (2023). The strategy used by the English Study Program MBKM Team to improve the soft skills of students participating in the MBKM program. Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra, 9(1), 645-652.

Utami, L. H., & Nurjati, L. (2017). Hubungan self-efficacy, belief dan motivasi dengan kecemasan mahasiswa dalam pembelajaran bahasa Inggris. *Psympathic: Jurnal Ilmiah Psikologi*, 4(2), 219–238.