

**THE CORRELATION BETWEEN THE STUDENTS' RESPONSE ON
ENGLISH TEACHER'S METHOD IN TEACHING AND THEIR
MOTIVATION IN LEARNING ENGLISH**

THESIS



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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE, ART AND HUMANITIES

HAMZANWADI UNIVERSITY

2024

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A Thesis

Submitted to Hamzanwadi University in the partial fulfilment for the
Requirement for Degree of *Sarjana Pendidikan* in English Language

Education

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE, ART AND HUMANITIES

HAMZANWADI UNIVERSITY

2024

ABSTRACT

The results reveal significant positive correlations among the variables. There is a very strong correlation between student responses and teaching methods ($r = 0.921$, $p < 0.01$), indicating that more effective teaching methods lead to better student responses. Furthermore, a strong positive relationship is found between student responses and learning motivation ($r = 0.701$, $p < 0.01$), as well as between teaching methods and learning motivation ($r = 0.642$, $p < 0.01$). These findings suggest that teaching methods not only impact student responses but also play a crucial role in enhancing their motivation to learn English. The study concludes that improvements in teaching methods positively affect student engagement and motivation. It recommends ongoing professional development for teachers and the integration of motivational strategies in the classroom to foster better learning outcomes.

Keywords: *student response, teaching methods, learning motivation*

ABSTRAK

Hasil penelitian menunjukkan adanya korelasi positif yang signifikan antara variabel-variabel tersebut. Terdapat korelasi yang sangat kuat antara respons siswa dan metode pengajaran ($r = 0,921$, $p < 0,01$), menunjukkan bahwa metode pengajaran yang lebih efektif menghasilkan respons siswa yang lebih baik. Selanjutnya, ditemukan hubungan positif yang kuat antara respons siswa dan motivasi belajar ($r = 0,701$, $p < 0,01$), serta antara metode pengajaran dan motivasi belajar ($r = 0,642$, $p < 0,01$). Temuan ini menyarankan bahwa metode pengajaran tidak hanya memengaruhi respons siswa tetapi juga memainkan peran penting dalam meningkatkan motivasi mereka untuk belajar bahasa Inggris. Penelitian ini menyimpulkan bahwa perbaikan dalam metode pengajaran berdampak positif pada keterlibatan dan motivasi siswa. Disarankan agar dilakukan pengembangan profesional yang berkelanjutan bagi guru serta integrasi strategi motivasi di dalam kelas untuk mendukung hasil belajar yang lebih baik.

Kata Kunci: *respons siswa, metode pengajaran, motivasi belajar*

DECLARATION

Rohani

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 20 September 2024



APPROVAL

**THE CORRELATION BETWEEN THE STUDENTS' RESPONSE ON ENGLISH
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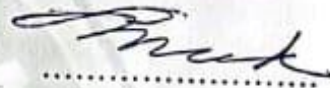
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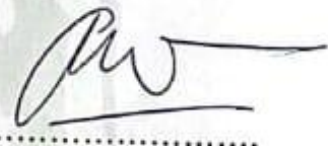
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DEDICATION

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved Allah Subhanahu Wata'ala and Nabi Muhammad Shallallahu 'alaihi Wa sallam who always guide me and take care of me to be a good person.
2. Dr. Ir. Hj Sitti Rohmi Djalillah, M.Pd. Rector of Hamzanwadi University.
3. Dr. Drs. H. Mohzana, S.Pd M.Pd, Dean of the Faculty of Languages, Art and Humanities.
4. M. Adib Nazri, M.Pd Head of English Education Study Program Muhammad Husnu, M.Pd, secretary of English Education Study Program.
5. Ari Prasetyaningrum, M.Pd and Siti Maysuroh, M.Pd, my thesis supervisors who have provided excellent guidance during the academic year and have motivated me to complete my thesis by providing suggestions, comments, and corrections that have made me learn many new things in the academic world.
6. All the lecturers of English program.
7. My beloved father and my mother who always have honesty sincerity to grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.
8. My beloved brother and sister who love me very much and because of their support and big love, so I can finish my thesis well. Thanks for your love, help, support, pray and advice, so I am better than before.
9. Thanks to all of you guys (A class) who become colleague and accompany me study for years.

Motto

Success is not final, failure is not fatal: It is the courage to continue that counts

Acknowledgements

My foremost thanks go to God for granting me the strength and health to study at bachelor's program at Joint in the Study Program of English Language Education, Hamzanwadi. My sincere thanks go to my advisor Ari Prasetyaningrum and Siti Maysurog who gave me constant support and encouragement during my study at Hamzanwadi University, without whom the completion of this work would have hardly been possible. I also wish to acknowledge my debt to all the faculty members of English Language Education of Hamzanwadi University who provided precious feedback that helped improving the quality of my research.

My thanks go to all graduate and undergraduate students of English Language Department of Hamzanwadi University helped me in data collection and always motivated me and warmly offered valuable help and such a great friendship.

I would also like to thank Hj. Baiq Rohmayani, S.Ag, M.Pd the former headmaster of Mts Muallimat Nwdi Pancor, who helped me run participants and was flexible in accommodating my research; the correlation between the students' response on english teacher's method in teaching and their motivation in learning english without whom it is impossible to finish the experiments.

Last, but certainly not least, a ton of thanks goes to my mother, brothers, and sisters for their continuous prayers.

Pancor, September 20th, 2024

Rohani

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CHAPTER I

INTRODUCTION

A. Background of the Study

English, as the world's dominant language, plays a critical role in an increasingly interconnected global society (Wati et al., 2024). Proficiency in English is indispensable for social interactions, professional endeavors, and academic pursuits, facilitating effective communication (Suherman, 2024). Recognizing its importance, educational institutions worldwide have integrated English language education into their curricula. This recognition stems from the understanding that fluency in English is not just beneficial but essential for individuals to navigate today's complex globalized environment successfully (Fikni et al., 2024). By using English as a universal medium, people from diverse linguistic and cultural backgrounds can collaborate and communicate, fostering international exchanges and global cooperation (Kaswari et al., 2023).

English language proficiency goes beyond borders and cultures, serving as a key to international communication. It allows individuals to engage in global discussions, collaborate across geographical boundaries, and access a vast reservoir of knowledge presented in English. (Agustina et al., 2023) Moreover, proficiency in English enhances individuals' competitiveness in the global job market, as many multinational corporations require English proficiency as a prerequisite for employment. For students, mastering English opens doors to higher education opportunities abroad and expands their academic horizons (Nadia et al., 2023)

The efficacy of educators' instructional strategies is essential to the success of English language acquisition (Nazri et al., 2024). Teaching strategies cover a wide spectrum of techniques, including communicative and task-based approaches as well as more conventional grammar-focused ones (Husnu et al., 2024). The kind of instruction used has a big impact on how engaged and successful students are in their language learning process. For language instruction to be optimized, it is therefore crucial to comprehend the relationship between instructional strategies and student outcomes (Pratama et al., 2024).

Educators have come to recognize in recent years the significance of metacognitive methods in language acquisition. Planning, tracking, and assessing one's own learning are all examples of cognitive processes that learners are conscious of and manage through metacognition (Nazri et al., 2024). Studies reveal that students' language learning results can be improved by integrating metacognitive techniques including goal-setting, self-evaluation, and reflection into language education (Iddiyaturrohmah et al., 2024). To encourage deeper engagement and more efficient language skill development, teachers might assign metacognitive tasks to their students, such as creating goals for their language learning, keeping track of their progress, and reflecting on their methods. Teachers enable students to become active, autonomous learners who can modify their learning strategies in response to a variety of situations and obstacles by cultivating metacognitive awareness in them (Husnu4 & THE, 2024).

Furthermore, in order to improve language learners' motivation and proficiency, the need of using real materials and tasks in language training has

been highlighted. Students are exposed to real-world language use and cultural contexts through authentic materials, like social media posts, movies, and newspapers (Surayya et al., 2023). Students must employ language in meaningful and purposeful ways when completing authentic tasks including role-plays, simulations, and problem-solving exercises . Studies reveal that adding real-world resources and activities to language training can improve students' enthusiasm, involvement, and language learning results (Wati et al., 2024). Teachers can close the gap between classroom learning and real-life communication by giving students opportunities to engage with authentic language and by exposing them to authentic language input. This will facilitate more effective language learning.

To further support student learning and growth, the significance of formative feedback in language training has been emphasized. Giving pupils timely, targeted feedback on their language proficiency helps them study more effectively (Fikni et al., 2023). This type of feedback is known as formative feedback. Studies indicate that by elucidating expectations, pinpointing areas of growth, and reiterating learning objectives, formative feedback might improve students' language competency. According to (Husnu et al., 2024) children can enhance their language proficiency more successfully by receiving corrective feedback on their faults, receiving praise for their accomplishments in language, and receiving scaffolding support when doing language assignments. Incorporating formative feedback into instructional tactics allows teachers to establish a nurturing atmosphere in which students receive individualized help and direction to meet their language learning objectives (Laila Wati et al., 2024).

Student motivation is an important factor in language learning in addition to instructional strategies. According to Dornyei (2013) motivated students are more likely to put more effort into their studies, interact with the language actively, and reach higher proficiency levels. On the other hand, pupils who lack motivation could show signs of indifference, decreased involvement, and inadequate academic performance (Husnu & Yusri, 2024). Thus, maintaining and encouraging student enthusiasm is essential to good language learning.

Modern language instruction uses a complex strategy that blends many motivating tactics to effectively boost student motivation. The importance of fostering a welcoming and inclusive classroom atmosphere where students feel appreciated, respected, and connected to their teachers and peers is highlighted by research by Prasetyaningrum (Prasetyaningrum & Asrobi, 2021). This supportive environment not only increases students' sense of community but also cultivates intrinsic motivation, which raises engagement and excitement for studying.

The importance of goal-setting in sustaining student motivation in language-learning environments is further supported by current research. Through cooperatively setting specific and manageable goals, teachers enable students to take charge of their education and track their development over time (Wati et al., 2024). This proactive strategy helps students become more motivated and develops self-regulated learning skills, which will help them manage their learning process and persevere in the face of difficulties.

In order to increase student engagement and relevance, modern language training also places a strong emphasis on integrating authentic resources and real-

world contexts (Fikni et al., 2024). Teachers can illustrate the practical benefits of language acquisition and its applicability in a variety of circumstances by including culturally appropriate content, such as literature, multimedia resources, and current events. In addition to improving students' language skills, this experiential approach fosters their confidence in communication and cross-cultural competency, which increases their desire to study and use the language (Husnu & Mardiyah, 2022).

Based on the explanation above , this study aims to explore the complex interactions between different teaching approaches and the motivational dynamics that are intrinsic to students' English language learning at MTs Mu'allimat NWDI Pancor. Through a careful examination of this relationship, the study aims to clarify the complex mechanisms that underlie successful teaching strategies and offer useful suggestions to educators and other stakeholders who want to maximize the learning process for students. The study aims to make a significant contribution to the current body of knowledge in language education through this thorough investigation. This will open the door for the creation of customized strategies that support and maintain students' intrinsic motivation.

B. Scope of the Study

This section describes the subject and the object of the study

1. Subject

The subject of this study is the eighth grade students of MTS Muallimat NWDI Pancor in the academic year 2024-2025.

2. Object

The object of this study focuses on the correlation between the students' response to the English teacher's method in teaching and their motivation in learning English

C. Statements of the Problem

The statement of problem of this study are:

1. Is there any correlation between the students' response to the English teacher's method ?
2. Is there any correlation between English teachers method and students' motivation in English ?

D. Purpose of the Study

The purposes of this study are :

1. To know the correlation between the students' responses to the teachers method in English.
2. To know the correlation between the English teacher's method and the student motivation to learn English.

E. Significance of the study

1. Theoretically

- a. This study contributes to the broader body of motivation theory by exploring the specific context of language learning. By investigating the correlation between teaching methods and student motivation, the study can provide insights into the mechanisms through which instructional practices influence student engagement and persistence in learning English.
- b. The results of this study can support the validity of current motivational theories in the context of English language learning, such as the expectancy-value theory and the self-determination theory. The study can offer empirical evidence for the guiding principles of these theories by illustrating how specific teaching strategies fit within theoretical frameworks of motivation.

2. Practically

- a. This study is expected to show that Initiatives for professional development and teacher training can benefit from an understanding of how instructional strategies affect students' motivation. The study can enable educators to develop more engaging learning environments and improve their teaching abilities by providing them with knowledge about effective instructional strategies that boost student motivation.
- b. This study expected can help guide institutional decision-making by directing the creation of curriculum frameworks and school

policies that put student motivation first. School administrators can deploy resources and create strategies to foster a motivated learning culture inside the institution by finding instructional methods that are linked to higher levels of motivation among students.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Teaching Methods in English Language Education

English language education has seen a significant evolution in teaching methodologies over the past few years, driven by advancements in educational research, technology, and pedagogical theories. Several teaching methods have emerged as effective strategies for enhancing language acquisition and proficiency among learners.

According to Richards (2014) there are some methods of teaching English.

1. The Grammar-Translation Method

The Grammar-Translation Method is a traditional way to teaching languages that focuses on providing clear instructions on grammar rules and having students practice translation exercises. This method, according to Richards and Rodgers (2014) consists mostly of students translating texts from the target language into their native language and vice versa in order to master vocabulary and grammar norms. With a focus on correctness and precision, this approach attempts to assist pupils in understanding the language's structure and mechanics.

The Grammar-Translation Method has been criticized for apparent flaws, especially its scant attention on improving communication skills, while being widely used. Some say that this approach may make it more difficult for students to speak effectively in everyday settings because it places too much

emphasis on translation and grammatical analysis. Insufficient practice in speaking and listening could make it difficult for pupils to understand and use meaningful language in real-world settings.

Grammar means organized way to calculate and measure a speaker's knowledge about the language". It is examined by certain postulates that can be used to design the entire well organized syntax of a language. grammar refers to a study on what formations (or arrangement) are tolerate in a language. Grammar is one of the aspects that has vital effect in writing, but the barrier is, a number of learners produce some errors when they produce a sentence and organize some sentences into a paragraph. (Prasetyaningrum & Asrobi, 2021)

2. Direct Method

The Direct Method also referred to as the Oral or Natural Method is a method of teaching languages that places emphasis on oral interaction and total immersion in the target language. To explain language concepts to their students, teachers employ visual aids and real-world scenarios rather of speaking to them in their original tongue. With an emphasis on face-to-face communication between the teacher and students, this approach encourages students to talk as much as they can in the target language. The Direct Method seeks to foster a more organic and spontaneous grasp of the language, in contrast to conventional approaches that frequently entail translation and grammar drills (Brown, 2007)

By placing students in situations that require them to utilize the target language directly, the Direct Method has been shown to be beneficial in improving students' speaking and listening abilities (Royani & Tukimun, 2023).

Furthermore, the Direct Method creates a learning environment that is focused on the needs of the individual student and encourages active engagement with real language use. This method encourages meaningful communication above rote memorization to increase language acquisition through direct interaction and less reliance on translation. Pupils are encouraged to engage fully in language-learning activities, which boosts their self-assurance and improves their ability to speak and comprehend the language. This learner-centered approach emphasizes the value of communicative ability and immersion in language learning, which is consistent with modern theories of language acquisition (Richard & Theodore, 2014)

3. The Audio-Lingual Method

The Audio-Lingual Method is an approach to language learning that emphasizes listening and speaking skills through repetition and imitation. In the context of learning English, this method focuses on intensive drilling of grammatical patterns and vocabulary items, often through audio recordings or dialogues. Students are encouraged to mimic native speakers' pronunciation and intonation patterns to develop accurate spoken English (Brown, 2014).

The Audio-Lingual Method is based on the behaviorist theory of language learning, which views language as a set of habits that can be acquired through conditioning and reinforcement. By engaging in repetitive drills and structured exercises, learners internalize language patterns and become more proficient in using them spontaneously.

This method rose to prominence in the mid-20th century, particularly in the United States, where it was widely adopted for teaching English as a

second language. While its popularity has waned in recent decades, elements of the Audio-Lingual Method are still incorporated into language teaching practices today (Richard & Theodore, 2014)

4. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach to language instruction that prioritizes communication as the primary goal of language learning. Unlike traditional methods that often focus on rote memorization of grammar rules and vocabulary, CLT emphasizes the practical use of language in authentic contexts (Richards & Rodgers, 2014).

A range of communicative activities, including role-plays, simulations, conversations, and problem-solving exercises, are used in CLT classrooms with language learners. These exercises aim to give students the chance to utilize the target language for meaning-transmission and goal-oriented communication.

Learner-centeredness is one of CLT's core tenets. Teachers facilitate language acquisition by offering advice and encouragement to students. They foster an engaging and encouraging learning atmosphere where students are at ease to take chances and try out new language usage.

Language skill integration is another area that CLT focuses on. CLT promotes the integration of speaking, listening, reading, and writing in meaningful communication tasks, as opposed to seeing these abilities as distinct things. This method captures the interconnectedness of language use in everyday contexts.

5. The bilingual method

The bilingual method also known as the dual-language method, is an approach to language teaching and learning that involves the use of two languages: the target language (the language being learned) and the native language (the language of the learner). This method is commonly used in bilingual education programs where students are instructed in both their native language and a second language.

In the bilingual method, instruction typically begins in the learner's native language, with gradual introduction and increasing use of the target language as proficiency develops. The goal is for learners to become proficient in both languages, with the native language serving as a bridge to understanding and acquiring the target language.

Key characteristics of the bilingual method include:

- a. **Language Transfer:** Learners use their knowledge of their native language to aid in the acquisition of the target language. Concepts, vocabulary, and structures from the native language are transferred to the target language.
- b. **Code-Switching:** Code-switching, or alternating between the two languages, is common in bilingual instruction. This allows learners to clarify meaning, express ideas more effectively, and scaffold their language learning.
- c. **Cultural Integration:** The bilingual method often includes the integration of cultural elements from both languages and cultures, fostering an appreciation for linguistic and cultural diversity.

- d. Language Maintenance: For learners who are already proficient in their native language, the bilingual method helps maintain and develop language skills while acquiring a new language.
- e. Flexible Instruction: Instruction in the bilingual method can be adapted to meet the needs of learners at different proficiency levels and language backgrounds.

Research has shown that the bilingual method can be effective in promoting language development and academic achievement, particularly for students from linguistically diverse backgrounds (Shopov, 2021)

6. Total Physical Response

TPR is an innovative approach that combines language learning with physical movement. Developed by psychologist Dr. James J. Asher in the 1960s, TPR is grounded in the belief that coordinating speech and action can significantly enhance language acquisition and retention.(Fang, 2018)

TPR emphasizes understanding language through listening before expecting students to speak. By focusing on comprehension first, it reduces the stress of speaking early on and builds a solid foundation for further language development.

Students respond to commands that require physical movement. For example, they might follow instructions like “Stand up,” “Point to the door,” or “Pick up the pen.” These actions help internalize the language and create stronger memory associations.

TPR draws from theories of cognitive psychology and human development. It mirrors how infants learn their first language—observing and responding to physical actions before verbalizing their thoughts.

Asher's hypothesis suggests that engaging students in physical activity while introducing new language concepts makes the learning process more natural and deeply embedded.

TPR allows learners to understand language contextually, reinforcing vocabulary and grammar through movement. Actions anchor language in memory, leading to faster and more accurate recall. Engagement: TPR makes language learning dynamic and interactive, appealing to various learning styles.

TPR is widely used in language classrooms, sports training, therapy, and military drills. Teachers can seamlessly integrate TPR into lessons by incorporating gestures, commands, and physical responses. (David, 2010)

B. Student Response to Teaching Methods

Understanding the dynamic relationship between teaching methods and student responses is a subject of extensive scholarly inquiry. Researchers have delved into various aspects of this relationship, examining how different instructional strategies impact student engagement, motivation, and learning outcomes.

Baepler, Walker, and Driessen (2014) explored the efficacy of active learning approaches, such as blending and flipping classrooms, in enhancing student participation and achievement. Their findings highlighted the importance

of moving away from traditional lecture-based formats towards more interactive and student-centered learning environments.

Hattie's (2009) seminal work on visible learning synthesized the findings of numerous meta-analyses to identify factors that significantly influence student achievement. Among these factors, the role of instructional methods emerged as a crucial determinant of learning outcomes, with certain approaches demonstrating greater effectiveness than others.

Johnson, Johnson, and Smith (2014) conducted extensive research on cooperative learning, demonstrating its potential to improve university instruction by fostering collaboration and peer interaction. Their studies underscored the benefits of cooperative learning structures in promoting deeper understanding and retention of course material.

Prince (2004) critically examined the effectiveness of active learning pedagogies across various educational settings. Through a comprehensive review of existing research, Prince highlighted the positive impact of active learning methods, such as problem-based learning and inquiry-based instruction, on student engagement and academic performance.

These studies collectively contribute to our understanding of how different teaching methods elicit diverse responses from students. While some approaches emphasize active participation and collaborative problem-solving, others prioritize teacher-directed instruction and structured learning activities. By synthesizing the findings of these seminal works, this literature review provides a foundation for further investigation into the nuanced interplay between teaching methods and student. Additionally, research has examined the influence of individual student

characteristics on their responses to teaching methods. For instance, Tomlinson and Imbeau (2010) emphasized the importance of differentiated instruction to address the diverse learning needs of students. They argued that educators should tailor their teaching methods to accommodate various learning styles, abilities, and interests, thereby enhancing student engagement and academic achievement.

Furthermore, studies have explored the role of cultural factors in shaping student responses to teaching methods. Cultural differences in educational backgrounds, values, and communication styles can significantly impact students' preferences for particular instructional approaches (Hall, 1976). Educators must be sensitive to these cultural nuances and adapt their teaching methods accordingly to create inclusive and culturally responsive learning environments.

Moreover, recent advancements in educational technology have introduced innovative teaching methods that harness digital tools and multimedia resources to enhance student learning experiences (Means et al., 2009). Blended learning models, virtual simulations, and online collaboration platforms offer new opportunities for personalized and interactive instruction, catering to diverse student preferences and learning styles.

Overall, the literature on student response to teaching methods underscores the importance of adopting a flexible and student-centered approach to instruction. By recognizing the individual needs, preferences, and cultural backgrounds of students, educators can design engaging and effective learning experiences that foster academic success and lifelong learning.

C. Motivation in Language Learning

Motivation plays a pivotal role in driving language learners' engagement, perseverance, and ultimately, their success in acquiring proficiency in a new language. Drawing upon recent research findings, this paper delves into the multifaceted nature of motivation in language learning, examining its various dimensions, influential factors, and practical implications for language educators.

Recent studies in the field of second language acquisition (SLA) have underscored the significance of motivation as a key determinant of language learning outcomes (Ryan & Deci, 2019; Dörnyei & Kubanyiova, 2014). Self-Determination Theory (SDT) has emerged as a prominent theoretical framework for understanding motivation in language learning, emphasizing the role of intrinsic motivation, autonomy, and relatedness in fostering learners' engagement and commitment to the learning process (Ryan & Deci, 2019). Additionally, Dynamic Systems Theory (DST) highlights the dynamic interaction of various internal and external factors, including motivation, in shaping learners' language learning trajectories over time (Lantolf, 2015).

Factors influencing motivation in language learning are diverse and multifaceted. Technology-assisted language learning (TALL) has revolutionized motivational dynamics by offering new avenues for personalized learning experiences and intrinsic motivation through interactive multimedia resources and online collaboration platforms (Stockwell, 2013). Furthermore, cultural influences play a significant role in shaping learners' motivation and attitudes towards language learning, highlighting the importance of culturally responsive teaching practices (Ushioda, 2017).

Understanding the intricacies of motivation in language learning has profound implications for language educators. By adopting motivational strategies grounded in SDT principles, educators can create supportive and inclusive learning environments that nurture learners' intrinsic motivation, autonomy, and sense of relatedness (Dörnyei & Kubanyiova, 2014). Additionally, leveraging technology-enhanced learning tools and culturally relevant instructional materials can enhance learners' engagement and motivation in the language learning process (Stockwell, 2013; Ushioda, 2017).

In conclusion, motivation remains a central and dynamic component of language learning, with far-reaching implications for both theory and practice. By drawing upon insights from contemporary research and theoretical frameworks such as SDT and DST, educators can develop effective pedagogical approaches that foster learners' intrinsic motivation, autonomy, and cultural sensitivity, ultimately enhancing their language learning experiences and outcomes.

D. Correlation Between Teaching Methods and Motivation

Motivation is a critical component of effective learning, influencing students' engagement, persistence, and ultimately, their academic success. In educational settings, various teaching methods are employed to enhance motivation and facilitate meaningful learning experiences

The correlation between teaching methods and student motivation is well-documented in educational research. Various teaching methods can significantly influence both intrinsic and extrinsic motivation among students. Lecture-based learning, although traditional, often leads to lower intrinsic motivation as it may not engage students actively or connect with their personal interests. In contrast,

interactive learning methods, such as collaborative and experiential learning, have been shown to enhance motivation by involving students more directly in the learning process and making the content more relevant to real-world situations (Prince, 2010; Johnson et al., 2014). Blended learning, which combines face-to-face instruction with online components, provides flexibility and a variety of instructional approaches that cater to different learning styles, thereby boosting both intrinsic and extrinsic motivation (Graham, 2013).

Recent studies emphasize the effectiveness of active learning strategies. For instance, a study by Freeman et al. (2014) demonstrated that active learning techniques, which involve students in activities like discussion and problem-solving during class, significantly improve student performance and motivation compared to traditional lectures. Furthermore, technology-enhanced learning, which incorporates digital tools and resources, has been found to increase engagement and motivation by making learning more interactive and accessible (Mayer, 2019).

Research also highlights the importance of providing timely and constructive feedback, as well as allowing students some degree of choice and autonomy in their learning. According to Hattie and Timperley (2007), feedback that is specific, timely, and actionable can be a powerful motivator. Similarly, Deci and Ryan's (2010) Self-Determination Theory underscores the need for autonomy, competence, and relatedness in fostering intrinsic motivation. When students feel they have control over their learning and can relate it to their own lives, their intrinsic motivation increases.

In summary, teaching methods that actively involve students, provide real-world relevance, incorporate technology, and offer constructive feedback and autonomy are most effective in enhancing student motivation. This correlation is supported by a growing body of research over the past decade, highlighting the need for educators to adopt more interactive, student-centered approaches to foster a motivating learning environment.

E. Contextual Factors and Individual Differences

Understanding the correlation between teaching methods and student motivation requires consideration of contextual factors and individual differences, which significantly influence educational outcomes. Recent research highlights that a supportive and inclusive classroom environment can substantially enhance student motivation by fostering a sense of belonging and engagement (Eccles & Roeser, 2011). Additionally, school culture that promotes collaboration, continuous improvement, and student-centered learning tends to increase student motivation and performance (Bryk et al., 2010). Socioeconomic status (SES) also plays a crucial role; students from lower SES backgrounds may face challenges that require tailored strategies to boost their motivation and academic achievement (Sirin, 2005). The availability and quality of technology further impact the effectiveness of teaching methods, with schools having better technological infrastructure being more successful in implementing engaging, technology-enhanced learning approaches (Mayer, 2019).

Individual differences, such as learning styles, prior knowledge, personality traits, and motivational orientations, also affect how students respond to various teaching methods. For instance, accommodating different learning

styles, such as visual, auditory, and kinesthetic, can significantly improve student engagement and motivation (Felder & Silverman, 1988). Students with varying levels of prior knowledge and skills may benefit differently from specific teaching methods, with more knowledgeable students potentially thriving in lecture-based settings, while less experienced students might find interactive or experiential learning more beneficial (Alexander, 2004). Personality traits, such as conscientiousness and openness to experience, can influence how students engage with different instructional approaches, with highly conscientious students preferring structured environments and those high in openness enjoying creative and exploratory activities (Komarraju et al., 2009).

Motivational orientations play a critical role in how students respond to teaching methods. Intrinsically motivated students, who are driven by internal desires such as curiosity and personal interest, tend to benefit more from methods that offer autonomy and intellectual challenges. Conversely, extrinsically motivated students, who are driven by external rewards and recognition, may respond better to structured environments that provide clear goals and incentives (Deci & Ryan, 2010). Therefore, understanding these motivational orientations can help educators design and implement teaching strategies that cater to both types of students, ensuring a balanced approach that fosters overall engagement and success.

In summary, the interplay between teaching methods, contextual factors, and individual differences is crucial for understanding and enhancing student motivation. Educators need to consider these elements to tailor their teaching strategies effectively, ensuring they cater to the diverse needs of their students and

create a motivating learning environment. By acknowledging and addressing the various contextual factors and individual differences, teachers can better engage their students, enhance their motivation, and ultimately improve their educational outcomes.

F. Relevant of Study

In this study, the present researcher took relevant studies. The first is a research that has done by Dwy Gitawaty, 2010. The Correlation Between The Students' Response on English Teacher's Method in Teaching and Their Motivation in Learning English.

This research aims to provide valuable insights into the relationship between how motivated students are and their performance in English. This is an important area of study because motivation is often seen as a critical factor in academic success. By understanding this correlation, educators can better design interventions and teaching strategies to enhance student achievement.

The study employs a quantitative approach, utilizing questionnaires and report books as the main tools for data collection. The population targeted in this study includes all eighth-grade students at MTs Al-Hamidiyah Depok. For sampling, the researcher used random sampling to select students from four different classes (VIII-A, VIII-B, VIII-C, and VIII-D), with 10 students chosen from each class, resulting in a total sample size of 40 students.

The primary instrument for data collection is a questionnaire designed to measure students' motivation. After gathering and analyzing the data, the findings indicated that the calculated correlation coefficient (r_{xy}) was 0.271, which is smaller than the critical value from the correlation table (r_{table}), which is

0.312. This result suggests that there is no significant correlation between students' learning motivation and their achievement in English.

The conclusion drawn from the study is that the Null Hypothesis—which posits that there is no significant relationship between the variables of learning motivation and English achievement—is accepted. This implies that, within the context of this study, students' motivation levels did not significantly impact their performance in English.

This research is significant as it provides empirical data on the relationship between motivation and academic performance, specifically in the context of English language learning at MTs Al-Hamidiyah Depok. Such findings can help educators and policymakers understand the factors that influence student achievement and potentially guide future educational practices and policies to better support student learning outcomes.

The research focuses on how various teaching methods affect students' motivation to learn English, aiming to identify effective approaches that engage and motivate learners. In contrast, the study "Motivation and Their Achievement in English (A Correlational Study in the Eight Class of MTs Al-Hamidiyah)" investigates the direct relationship between students' motivation levels and their academic achievement in English, seeking to determine if higher motivation correlates with better performance. While both studies explore factors influencing English learning outcomes, the former emphasizes the impact of teaching methods on motivation, whereas the latter examines how motivation influences academic success.

The Second is a research that has been conducted at SMAN 7 Bengkulu by Chindy Yulia Permatasaria and Iis Sujarwatia. The research aims to explore the relationship between the teaching styles of English teachers and the motivation of science-major students to learn English, specifically identifying which teaching styles are preferred by the students. Conducted at SMAN 7 Bengkulu City, the study employs a correlation method with a quantitative design. Using random sampling, 33 students from class X were selected as the sample. Data was collected via a questionnaire comprising 20 questions about the teaching styles of English teachers and 20 questions concerning the students' learning motivation. Responses were measured using a Likert Scale, a common method for assessing attitudes and perceptions in educational research (Creswell, 2014).

The analysis of the data revealed that the most favored teaching style among the students was the expert style, with 17% of the respondents expressing strong agreement. This preference for the expert style aligns with existing research suggesting that students often appreciate teachers who display extensive knowledge and confidence in their subject matter, which can enhance students' respect and engagement (Hattie, 2012). This finding highlights the importance of teachers adopting a style that not only conveys authority but also facilitates a deeper understanding of the subject.

Furthermore, the study found a significant correlation between the teaching style of English teachers and the students' motivation to learn English, with a Pearson correlation value of 0.572. This significant correlation indicates that the way teachers deliver their lessons can substantially impact students' enthusiasm and willingness to engage with the material (Dörnyei & Ushioda,

2013). The conclusion drawn from this research is that an expert teaching style can effectively motivate science-major students to learn English, underscoring the necessity for teachers to develop and refine their instructional strategies to enhance student motivation and learning outcomes.

The research focus on explores how different teaching methods impact student motivation, aiming to identify effective strategies across a general student population. In contrast, the research on SMAN 7 Bengkulu City specifically examines the correlation between teaching styles and motivation among science-major students, focusing on identifying preferred teaching styles. While the first study may use both qualitative and quantitative methods, the latter employs a quantitative approach using questionnaires and Likert scales. The first study provides broad insights for general educational improvements, whereas the second highlights the significant positive impact of the expert teaching style (Pearson correlation value of 0.572) on student motivation, offering targeted strategies for science students.

In conclusion, these studies underscore the importance of understanding how teaching methods and styles influence student motivation and learning outcomes in English education. While the first study highlights the nuanced relationship between motivation and academic achievement, the second provides specific insights into effective teaching strategies that can enhance motivation among science-major students. Together, these findings contribute to the ongoing discourse on optimizing educational practices to better support student learning and achievement in diverse academic contexts.

The study "The Correlation Between The Students' Response on English Teacher's Method in Teaching and Their Motivation in Learning English" focuses broadly on examining how English teaching methods impact students' motivation across eighth-grade students at MTs Al-Hamidiyah Depok. It employs a quantitative approach using questionnaires and grade reports for data collection, ultimately finding no significant correlation between student motivation and English achievement. In contrast, another study conducted at SMAN 7 Bengkulu explores the relationship between English teaching styles and motivation specifically among science-major tenth-grade students. This study identifies a significant correlation between an expert teaching style and increased motivation to learn English, emphasizing targeted strategies to enhance educational outcomes for science students. These studies underscore different approaches and findings in understanding the dynamics of motivation and teaching effectiveness in English education.

G. Theoretical Framework

The effectiveness of various teaching methods in English language education significantly influences students' motivation and engagement. Traditional methods like the Grammar-Translation Method focus on rigorous grammar rules and translation exercises, which may not foster communicative competence effectively (Richards & Rodgers, 2014). Conversely, methods such as the Direct Method and Communicative Language Teaching (CLT) emphasize oral interaction and practical usage of language, encouraging a more immersive and

engaging learning experience The Audio-Lingual Method, with its focus on repetition and drills, and the Total Physical Response (TPR), which integrates physical movement into language learning, aim to enhance retention and reduce stress. These diverse teaching methods shape students' responses and their overall motivation to learn English by catering to different aspects of language acquisition and learning preferences

Student motivation in language learning is multifaceted and influenced by both intrinsic and extrinsic factors. Research has shown that student-centered and interactive teaching methods significantly boost motivation. Techniques such as active learning, problem-based learning, and cooperative learning have been proven to enhance student engagement and intrinsic motivation by involving students more directly in the learning process (Wati et al., 2024). Furthermore, incorporating technology into teaching methods increases motivation by providing interactive and personalized learning experiences (Nazri et al., 2024). The Self-Determination Theory (SDT) highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation, suggesting that teaching strategies promoting these elements can significantly enhance student motivation and learning outcomes (Asrobi et al., 2023).

The correlation between teaching methods and student motivation is also influenced by contextual factors and individual differences. Socioeconomic status, cultural background, and personal learning styles play crucial roles in determining how students respond to different instructional strategies. Studies indicate that a supportive classroom environment and culturally responsive teaching practices

significantly enhance student motivation, especially for those from diverse backgrounds (Ushioda, 2017). Providing timely and constructive feedback and allowing for student autonomy further boosts motivation and engagement. By understanding and addressing these contextual and individual differences, educators can design more effective and inclusive teaching strategies that not only enhance language proficiency but also foster a motivating and engaging learning environment.

H. Hypothesis

Based on the statement of the problem, here are the hypotheses formulated in English:

1. There is positive correlation between students response and teachers' method in English.
2. There is positive correlation between teachers' method and students motivation.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study utilized a quantitative approach with a correlational design to investigate relationships among variables in a structured and measurable manner. Quantitative methods facilitate systematic data collection and rigorous analysis, offering insights into the interplay of variables without directly manipulating them. The correlational design specifically aims to uncover connections and dependencies between variables within a clearly defined context, allowing researchers to assess the strength and direction of relationships numerically. (Fraenkel et al., 2019).

This approach is particularly suited for exploring complex interactions and patterns that can be statistically validated, thereby enhancing the depth of understanding in the field under study. By employing such a methodology, researchers can derive meaningful insights into how different variables interact and influence each other, contributing to a more comprehensive understanding of the phenomena being examined (Creswell, 2014).

B. Setting of the study

The research was conducted for eighth-grade students of Mts Muallimat NWDI Pancor in the academic year 2024-2025. This study was carried out in July-August 2024. This research focused on exploring the correlation between students' perceptions of their English teacher's teaching methods and their motivation levels in learning English.

C. Population and Sample

1. Population of the study

According to Sugiyono, population refers to the generalization area comprising objects or subjects with specific qualities and characteristics defined by the researcher for study and drawing conclusions. Population of this study was the whole classes of the eighth grades students of Mts Muallimat NWDI Pancor ic academic year 2024-2025.

2. Sample of the Study

According to Sugiyono, a sample represents a portion of the population, while characteristics are attributes that are inherent to the

population itself. The present researcher took thirty students as the sample of the study in class eight A. This method is classified as convenience sampling, where the sample is drawn from the most accessible individuals within the defined population.

D. Data Collection

1. Identification of Variable

In this research, there are three variables: those are Students' response to the English teacher's teaching method as X_1 and Students' motivation in learning English. X_2 and Control factors as X_3 .

2. Definition of Variable

Sugiyono (2019) explains that a variable is a trait, feature, or aspect of objects or activities that exhibits specific variations. as stated above that research consisted of three variables: the correlation among Students' response to the English teacher's teaching method, Students' motivation in learning English and Control factors.

Students' Response to English Teacher's Teaching Method refers to the collective reactions, perceptions, and evaluations expressed by students regarding the instructional techniques, approaches, and strategies employed by their English teacher during the process of education. This variable encompasses how students interpret and interact with the methods used by the teacher to deliver lessons, facilitate learning, and engage with course content in the context of learning the English language. These responses can include attitudes, preferences, satisfaction levels, perceived effectiveness,

and overall engagement with the teacher's teaching style and methods. (Feng, G., & Zhang, L. 2018).

Students' Motivation in Learning English refers to the internal factors and processes that drive individuals to initiate and sustain efforts toward acquiring proficiency in the English language. This variable encompasses various motivational aspects such as personal goals, interests, values, beliefs about language learning, and the perceived relevance and importance of English language skills. Motivation in this context influences students' engagement levels, persistence in language learning tasks, willingness to participate actively in learning activities, and overall achievement outcomes in acquiring English proficiency. (Dörnyei, Z. 2005)

Control Factors: This variable comprises factors that may influence students' responses to teaching methods and their motivation in learning English, but are not the primary focus of the correlation analysis. These factors could include teacher-student interactions, availability of learning resources, students' prior experiences with English language learning, and other contextual factors that could potentially impact study outcomes. (Hattie, J., & Timperley, H. 2007).

3. Instrument of the Study

The present research use Likert scale designed to assess students' responses to the English teaching methods employed and their motivation in learning the language. This scale consists of five response options:

Participants are asked to select one of the following responses for each statement regarding their experience:

1. "Strongly Disagree"

2. "Disagree"
3. "Neutral"
4. "Agree"
5. "Strongly Agree"

This scale allows students to express their level of agreement or disagreement with various statements concerning the clarity of the teaching material, the effectiveness of teaching methods in capturing their interest, the clarity of explanations provided by teachers, their active engagement in the learning process, and their ease in following the lessons. Additionally, it evaluates their motivation in learning English, including their beliefs about the importance of English for their future, their efforts to understand and use the language effectively, their sense of accomplishment when communicating in English, their drive to achieve language learning goals, and their enjoyment of the learning process.

4. Technique of Collecting data

Data was collected using a questionnaire developed based on relevant literature and adapted for this research context. The questionnaire consisted of two main parts: students' responses to English teaching methods and their motivation in learning English.

Respondents were asked to fill out the questionnaire independently at their school. The questionnaire was completed following the instructions provided to ensure consistency in data collection.

E. Data Analysis

The purpose of this study is to discover the connection between the students' response on english teacher's method in teaching and their motivation in learning English, this study's data analyzed using statistical methods. After collecting the data, the researcher analyze the data to know whether there is a correlation between between the students' response on english teacher's method in teaching and their motivation in learning English. The correlative approach is a statistical technique for determining the relationship between two scores (mertler et al., 2021)

1. Descriptive Statistics

The researcher use descriptive analyses in this investigation. The collected data analyzed using statistical correlation techniques. Pearson or Spearman correlation used depending on the data distribution and the nature of the relationship between the variables under investigation. This analysis aims to determine the extent of the relationship between students' responses to English teaching methods and their motivation in learning English.

1. Pearson Correlation:

$$r = \frac{\Sigma (X_i - \bar{X}) (Y_i - \bar{Y})}{\sqrt{\Sigma (X_i - \bar{X})^2 \Sigma (Y_i - \bar{Y})^2}}$$

Where:

r is the Pearson correlation coefficient.

X_i and Y_i are the values of the two variables being correlated.

\bar{X} and \bar{Y} are the means of variables X and Y , respectively.

2. Spearman Correlation:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

where:

ρ is the Spearman correlation coefficient.

d_1 is the difference between the ranks of the two variables for each subject.

n is the number of subjects.

These formulas are used to calculate the correlation coefficient between two variables. The correlation coefficient measures the strength and direction of the relationship between the two variables: whether it is positive (positive correlation), negative (negative correlation), or no relationship (zero correlation).

2. Required Statistics for Testing Hypothesis

In this study, Statistical Package for the Social Sciences (SPSS) was utilized to analyze data and test hypotheses regarding the correlation between the students' response on english teacher's method in teaching and their motivation in learning english. Descriptive statistics provided insights into the central tendency and variability of the data. Measures such as the mean and standard deviation (SD) were calculated to summarize numerical data, while skewness and kurtosis statistics assessed the distributional characteristics.

For inferential statistics, hypothesis testing was conducted using SPSS. The process involved setting up null hypotheses (H_0) and alternative hypotheses (H_1 or H_a), typically with a significance level (α) of 0.05. The appropriate test statistic was determined based on the research design and variables involved, such as t-tests for comparing means or correlation coefficients for assessing relationships between variables.

3. Testing Hypothesis

The relationship that independent variables is the essence of correlation study. However, to simplify data calculation, the researcher analyzed the data usings SPSS 27.0 to determine the correlation between two variables.

Correlation could produce positive or negative . if the correlation between coefficients are near to one. It implies a stronger connection between two variables. If the correlation value is near zero, it suggest a weaker connection between two variables.

CHAPTER IV

RESULTS AND DISCUSSION

A. RESULT

1. Descriptive Statistics

In this descriptive statistics, the present researcher aims to provide an overview student's response, teaching method and motivation learning. The focus is on exploring the level of reticence in eight-grade students' studentds response, ranging from those who are at Strongly disagree to those strongly agree about

students response. Additionally, the study delves into the teaching levels of these students, assessing whether they exhibit a high or low degree of teaching method. Lastly, the present researcher examines the motivation learning of eight-grade students to gain insights into their motivation learning.

a. The results of student teaching method

The present researcher divided it into four categories namely very Strongly disagree, disagree, midly, agree, strongly agree determine students response. Strongly agree ranged from 81-100, meanwhile agree ranged from 61-80, midly ranged from 41-60, disagree ranged from 21-40. And strongly disagree ranged from 00-20 The present researcher has calculated the frequency and percentage of 33 eighth grade students. The results of the calculation of students response questionnaire can be seen in the table. 4.1

Table 4.1

CATEGORIES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	7	21,2%
AGREE	24	72,7%
MIDLY	2	6%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%

From the data collection results, the researchers found that there were 7 (21,2%) student categorized as strongly agree, 24 (72,7%) students categorized agree, 2 (6%) students categorized midly, while none student categorized disagree and strongly disagree.

In conclusion, it was revealed that from the questionnaire, eighth grade students of Mts Muallimat NWDI Pancor have positive students response.

b. The results of teaching method

The present researcher divided it into four categories namely very Strongly disagree, disagree, midly, agree, strongly agree determine teaching method. Stringly agree ranged from 81-100, meanwhile agree ranged from 61-80, midly ranged from 41-60, disagree ranged from 21-40. And strongly disagree ranged from 00-20 The present researcher has calculated the frequency and percentage of 33 eighth grade students. The results of the calculation of teaching method questionnaire can be seen in the table. 4.2

Table 4.2

CATEGORIES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	9	27,2%
AGREE	23	69%
MIDLY	1	3%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%

From the data collection results, the researchers found that there were 9 (27,2%) student categorized as strongly agree, 23 (69,%) students categorized agree, 1 (6%) students categorized midly, while none student categorized disagree and strongly disagree.

In conclusion, it was revealed that from the questionnaire, eighth grade students of Mts Muallimat NWDI Pancor have positive response .

c. The results of Motivation learning

The present researcher divided it into four categories namely very Strongly disagree, disagree, midly, agree, strongly agree determine motivation learning. Strongly agree ranged from 81-100, meanwhile agree ranged from 61-80, midly ranged from 41-60, disagree ranged from 21-40. And strongly disagree ranged from 00-20 The present researcher has calculated the frequency and percentage of 33 eighth grade students. The results of the calculation of motivation learning questionnaire can be seen in the table. 4.3

Table 4.3

CATEGORIES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	6	18%
AGREE	25	75%
MIDLY	1	3%
DISAGREE	E0	0%
STRONGLY DISAGREE	0	0%

From the data collection results, the researchers found that there were 6 (18%) student categorized as strongly agree, 23 (75%) students categorized

agree, 1 (3%) students categorized midly, while none student categorized disagree and strongly disagree.

In conclusion, it was revealed that from the questionnaire, eighth grade students of Mts Muallimat NWDI Pancor have positive students response.

2. Testing Hypothesis

a) Normality Test

The indicator normality test is applied using a significance value as a reference, where if the value is greater than 0.05, then the data can be considered to have a normal distribution. The method used to test normality is Kolmogorov-Smirnov. The results of the normality test are shown in Table 4.4, which shows that the data on students' response is normally distributed and is suitable for data analysis with a coefficient of (0.200). Meanwhile, the teaching method is a normal distribution (0.200), and the motivation learning were normally distributed (0.196).

Table 4.4

One-Sample Kolmogorov-Smirnov Test

		respons	method	motivatio n	
N		33	33	33	
Normal Parameters ^{a,b}	Mean	73.64	75.03	73.15	
	Std. Deviation	8.169	7.368	8.445	
Most Extreme Differences	Absolute	.111	.081	.127	
	Positive	.111	.081	.127	
	Negative	-.059	-.070	-.071	
Test Statistic		.111	.081	.127	
Asymp. Sig. (2-tailed) ^c		.200 ^d	.200 ^d	.196	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.360	.838	.187	
	99% Confidence Interval	Lower Bound	.348	.829	.177
		Upper Bound	.372	.848	.197

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

b. Corelation Test

The SPSS 27.0 application was mostly applied to this research’s computing technique. *Pearson Product Moment Analysis* was used by the researcher to calculate correlational significance from data.

Tabel 4.5

Correlations

		respons	method	Motivation
respons	Pearson Correlation	1	.921**	.701**
	Sig. (2-tailed)		.000	.000
	N	33	33	33
method	Pearson Correlation	.921**	1	.642**
	Sig. (2-tailed)	.000		.000
	N	33	33	33
motivation	Pearson Correlation	.701**	.642**	1
	Sig. (2-tailed)	.000	.000	
	N	33	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table above presents the results of a Pearson correlation test aimed at evaluating the relationships between three variables: response, method, and motivation. The Pearson correlation measures the strength and direction of the linear relationship between two variables. The correlation coefficient ranges from -1 to +1, where a value close to +1 indicates a strong positive relationship, and a value close to -1 indicates a strong negative relationship. A value of 0 suggests no linear relationship.

The Pearson correlation coefficient between response and method is 0.921, indicating a very strong positive relationship between the two variables. This means that an increase in response is associated with an increase in the method applied, and vice versa.

The significance value (Sig. 2-tailed) is < 0.001 , indicating that this relationship is statistically significant at the 1% significance level. Therefore, the probability that this relationship occurred by chance is less than 0.1%.

Relationship between Response and Motivation:

The Pearson correlation coefficient between response and motivation is 0.701, indicating a strong positive relationship between the two variables. This implies that as motivation increases, response is also likely to increase significantly.

The significance value is < 0.001 , meaning that this relationship is statistically significant at the 1% confidence level, making the results highly reliable.

Relationship between Method and Motivation:

The Pearson correlation coefficient between method and motivation is 0.642, indicating a fairly strong positive relationship between these two variables. This suggests that better or more structured methods are associated with higher levels of motivation.

The significance value is also < 0.001 , confirming that this relationship is statistically significant at the 1% level, meaning the relationship is unlikely to have occurred by chance.

Scientific Conclusion:

From these correlation results, it can be concluded that the three variables (response, method, and motivation) exhibit significant and strong relationships with one another. The strongest relationship is between response and method, indicating a close connection between the quality of the response and the method applied. The relationships between response and motivation, as well as between method and motivation, are also significant, showing that both response and method can be positively influenced by the level of motivation.

These results provide a solid basis for understanding that improvements in one variable are likely to be followed by improvements in the others, with important implications for research or policy development related to methods and motivation to enhance response.

To answer the study question, the present researcher had to establish if the hypothesis was rejected or not. The Pearson Product Moment Formula was implemented by the present researcher to count the hypothesis. In this study, the following two assumption are tested:

1. There is positive correlation between students response and teachers' method in english.

a. Null Hypothesis (H_0): There is no correlation between student responses and teachers' methods in English.

b. Alternative Hypothesis (H_1): There is a positive correlation between student responses and teachers' methods in English.

Pearson Correlation: 0.921

Significance (Sig.): 0.000

The significance value (0.000) is less than the significance level of 0.01, we reject the null hypothesis. This indicates that there is a significant positive correlation between student responses and teachers' methods in English.

2. There is positive correlation between teachers' method and students motivation.

a. Null Hypothesis (H_0): There is no correlation between teachers' methods and student motivation.

b. Alternative Hypothesis (H_1): There is a positive correlation between teachers' methods and student motivation.

Pearson Correlation: 0.642

Significance (Sig.): 0.000

The significance value (0.000) is less than the significance level of 0.01, we reject the null hypothesis. This indicates that there is a significant positive correlation between teachers' methods and student motivation.

Based on the data and the results of the Pearson correlation analysis, both proposed hypotheses are supported. There is a significant positive correlation between: Student responses and teachers' methods. And Teachers' methods and student motivation.

B. Discussion

The analysis of the data reveals a significant positive correlation between student responses and teachers' methods, with a Pearson correlation coefficient of 0.921 ($p < 0.01$). This strong correlation suggests that the methods employed by teachers have a considerable impact on student responses. Effective teaching strategies appear to enhance student engagement and performance, highlighting the importance of adopting diverse and engaging methods in the classroom. This finding underscores the need for continuous professional development for educators, as training programs focused on innovative teaching methods could lead to improved student responses. However, it is important to consider other influencing factors such as individual learning styles and classroom dynamics. Future research could address these variables to provide a more comprehensive understanding of the relationship between teaching methods and student responses. Similarly, the data indicates a significant positive correlation between teachers' methods and student motivation, with a Pearson correlation coefficient of 0.642 ($p < 0.01$). This suggests that effective teaching methods also play a crucial role in enhancing student motivation.

Teachers who employ engaging and motivational strategies are likely to foster a more motivated learning environment. This finding emphasizes the need for integrating motivational techniques into the curriculum, as lessons that align with students' interests and motivational needs can lead to better academic

outcomes. It is essential to recognize that motivation is influenced by various factors, including personal interests and peer influences. Future research might explore how specific teaching methods interact with these factors to affect student motivation.

Overall, the data highlights the critical role of teaching methods in shaping both student responses and motivation. The significant positive correlations indicate that improving teaching methods can positively impact student engagement and motivation. To further advance this understanding, future research could include longitudinal studies to observe how these correlations evolve over time and intervention studies to test specific teaching methods and their effects on student outcomes. In conclusion, the analysis underscores the importance of effective teaching methods in creating an engaging and motivating learning environment, ultimately leading to improved educational outcomes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the discussion of theoretical analysis and empirical data related to the correlation between student response, teaching method, and learning motivation can be concluded.

The results of this study demonstrate that teaching methods significantly influence both students' responses and their learning motivation. The analysis shows a strong positive correlation between students' responses and teachers' methods, with a Pearson correlation of 0.921, as well as a positive correlation between teaching methods and students' motivation, with a Pearson correlation of 0.642.

These findings indicate that the use of effective and engaging teaching strategies has a substantial impact on creating a positive learning environment. When teachers employ well-structured and interactive methods, students tend to respond more positively and are more motivated to learn, which ultimately improves their academic performance.

B. SUGGESTION

Based on the above conclusions and the analysis that has been done, the author would like to provide some recommendations. Teachers should focus on enhancing their teaching methods by incorporating diverse strategies such as

active learning, project-based approaches, and the use of technology to create an engaging and interactive classroom environment. This variety of techniques helps maintain student interest and improve learning outcomes.

Additionally, prioritizing student-centered learning that encourages active participation, like group discussions and personalized approaches, can further boost student engagement and motivation. Schools and educational institutions also need to invest in continuous professional development programs for teachers, providing them with access to innovative teaching methods that promote positive student responses and motivation. Furthermore, integrating motivational strategies into the curriculum, such as real-world applications, gamification, and positive reinforcement, can enhance student enthusiasm for learning.

Lastly, future research should explore other factors influencing student responses and motivation, such as the classroom environment, peer interactions, and individual learning styles, to refine teaching methods for better academic results.

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APPENDICES

Appendix 01 Questionnaire List

A. Identitas Responden

Nama :
Jenis Kelamin : Laki-laki
Perempuan
Kelas :

1. Metode pengajaran guru memudahkan saya untuk memahami materi pelajaran.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
2. Guru menggunakan berbagai teknik yang membuat pelajaran menjadi lebih menarik.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
3. Saya merasa lebih percaya diri dalam berbicara bahasa Inggris berkat metode pengajaran guru.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
4. Metode pengajaran guru memfasilitasi diskusi yang produktif di kelas.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)

- 5 (Sangat Setuju)
- 5. Guru memberikan umpan balik yang jelas dan bermanfaat tentang tugas dan ujian.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 6. Saya merasa metode pengajaran guru memotivasi saya untuk belajar lebih giat.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 7. Guru menggunakan materi ajar yang relevan dan bermanfaat untuk meningkatkan pemahaman bahasa Inggris saya.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 8. Saya merasa bahwa metode pengajaran guru memungkinkan saya untuk berlatih keterampilan bahasa Inggris dengan cara yang menyenangkan.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 9. Saya merasa terlibat dan aktif selama pelajaran bahasa Inggris.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 10. Secara keseluruhan, saya puas dengan metode pengajaran guru dalam pelajaran bahasa Inggris.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)

- 5 (Sangat Setuju)
11. Guru memberikan kesempatan yang cukup bagi siswa untuk berpartisipasi dalam kelas.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
 12. Guru menciptakan suasana kelas yang nyaman dan kondusif untuk belajar.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
 13. Guru memberikan contoh praktis yang membantu saya memahami materi pelajaran.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
 14. Metode pengajaran guru mendorong saya untuk berpikir kritis tentang materi yang diajarkan.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
 15. Guru menggunakan teknologi dengan efektif dalam proses pengajaran.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
 16. Guru menjelaskan tujuan pembelajaran dengan jelas di awal setiap pelajaran.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)

17. Guru memberikan waktu yang cukup untuk mengerjakan tugas atau latihan di kelas.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
18. Guru mendorong saya untuk berkolaborasi dengan teman sekelas selama pelajaran.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
19. Metode pengajaran guru membantu saya untuk mengingat informasi jangka panjang.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
20. Saya merasa nyaman mengajukan pertanyaan kepada guru jika saya tidak mengerti materi.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
21. Metode pengajaran guru membuat saya lebih tertarik untuk belajar Bahasa Inggris.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
22. Saya merasa termotivasi untuk belajar Bahasa Inggris ketika guru menggunakan berbagai teknik pengajaran yang berbeda.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)

- 5 (Sangat Setuju)
23. Metode pengajaran guru meningkatkan keinginan saya untuk berlatih Bahasa Inggris di luar kelas.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
24. Saya merasa lebih bersemangat untuk menghadiri pelajaran Bahasa Inggris berkat metode pengajaran yang digunakan oleh guru.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
25. Metode pengajaran guru membuat saya merasa lebih percaya diri dalam kemampuan bahasa Inggris saya.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
26. Saya merasa metode pengajaran guru memotivasi saya untuk berpartisipasi aktif dalam kegiatan kelas Bahasa Inggris.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
27. Metode pengajaran guru membantu saya untuk menetapkan tujuan belajar Bahasa Inggris dengan lebih jelas.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
28. Saya merasa lebih termotivasi untuk mengerjakan tugas-tugas Bahasa Inggris ketika metode pengajaran guru bervariasi dan menarik.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)

- 4 (Setuju)
 - 5 (Sangat Setuju)
29. Guru sering memberikan umpan balik yang konstruktif, yang meningkatkan motivasi saya dalam belajar Bahasa Inggris.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
30. Secara keseluruhan, metode pengajaran guru memiliki pengaruh positif terhadap motivasi saya dalam belajar Bahasa Inggris.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
31. Guru menggunakan pendekatan yang membuat pembelajaran Bahasa Inggris terasa relevan dengan kehidupan sehari-hari.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
32. Metode pengajaran guru membantu saya untuk lebih fokus selama pelajaran Bahasa Inggris.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
33. Saya merasa termotivasi untuk belajar lebih keras ketika guru memberikan penghargaan atau pujian.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
34. Guru mengintegrasikan elemen budaya dalam pengajaran yang membuat saya lebih tertarik untuk belajar Bahasa Inggris.
- 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)

- 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 35. Saya merasa bahwa metode pengajaran guru membantu saya untuk mengatasi kesulitan dalam belajar Bahasa Inggris.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 36. Guru memberikan tantangan yang sesuai dengan kemampuan saya, yang membuat saya lebih termotivasi untuk belajar.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 37. Saya merasa lebih termotivasi untuk berbicara dalam Bahasa Inggris selama pelajaran karena pendekatan pengajaran guru.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 38. Guru membantu saya untuk melihat kemajuan dalam kemampuan Bahasa Inggris saya, yang meningkatkan motivasi saya.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 39. Metode pengajaran guru membuat saya lebih tertarik untuk mengeksplorasi materi Bahasa Inggris di luar kelas.
 - 1 (Sangat Tidak Setuju)
 - 2 (Tidak Setuju)
 - 3 (Netral)
 - 4 (Setuju)
 - 5 (Sangat Setuju)
- 40. Saya merasa bahwa pendekatan pengajaran guru membantu saya untuk lebih percaya diri dalam menggunakan Bahasa Inggris di kehidupan nyata.

- o 1 (Sangat Tidak Setuju)
- o 2 (Tidak Setuju)
- o 3 (Netral)
- o 4 (Setuju)
- o 5 (Sangat Setuju)

Appendix 02 Documentations







UNIVERSITAS HAMZANWADI

FAKULTAS BAHASA, SENI, DAN HUMANIORA

Jalan TGKH. Muhammad Zainuddin Abdul Madjid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP: 83612

Telp./Fax: +6237622954 Website: <http://fbsh.hamzanwadi.ac.id>. E-mail: fbsh@hamzanwadi.ac.id.

Nomor : 329 /UH.FBSH/LT/2024
Lampiran : 1 (Satu) Eks.
Hal : **Mohon Izin Penelitian**

15 Agustus 2024

Yth. Kepala BAPPEDA Kab. Lombok Timur
di-
Tempat

Bismillahiwabihamdihi.

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : ROHANI
NPM : 200202030
Fakultas : Bahasa, Seni dan Humaniora
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi/Karya Ilmiah : THE CORRELATION BETWEEN THE STUDENTS' RESPONSE ON ENGLISH TEACHER'S METHOD IN TEACHING AND THEIR MOTIVATION IN LEARNING ENGLISH

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di lombok timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

Wallahul Muwaffiqu Walhadi Ila Sabilirrasyyad.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



H. Mohzana, S.Pd., M.Pd

NIP. 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.



PEMERINTAH KABUPATEN LOMBOK TIMUR
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Jl. Prof. M. Yamin No. 57 Komplek Kantor Bupati Lombok Timur Blok G Lt. 3 Tlp. (0376) 21371

Selong, 19 Agustus 2024

Nomor : 070/1426/PD/VIII/2024
Lampiran : -
Hal : Permakluman Penelitian

Yth. Kepala MTs. Mu'allimat NWDI Pancor
di Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Warahmatullahi Wabarakatuh*

Menunjuk surat Dekan Fakultas Bahasa, Seni dan Humaniora Universitas Hamzanwadi Nomor : 329/UH.FBSH/LT/2024, Tanggal 15 Agustus 2024, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

Nama : **ROHANI**
NIM : 200202030
Alamat : Pancor
Pekerjaan : Mahasiswa
Instansi / Badan : Universitas Hamzanwadi
Tujuan / Keperluan : Untuk memperoleh data
Judul / Tema : The Correlation Between The Students' Response On English Teacher's Method In Teaching And Their Motivation In Learning English
Tanggal Pelaksanaan : 19 Agustus s/d 19 November 2024
Nomor Telpon : 081911997098

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih.

*Billahittaufiq Walhidayah
Wassalamu'alaikum Warahmatullahi Wabarakatuh*

KEPALA BAPPEDA
KABUPATEN LOMBOK TIMUR,

H. M. ZAIDAR ROHMAN, S.STP., M.H.
Pembina Utama Muda (IV/c)
NIP 197512181995111001

Tembusan:

1. Kepala Bakesbangpoldagri Kab. Lombok Timur di Selong;
2. Kepala Kantor Kemenag Kab. Lotim di Selong;
3. Dekan Fakultas Bahasa, Seni dan Humaniora Universitas Hamzanwadi Selong di Selong.



YAYASAN PENDIDIKAN HAMZANWADI
PPD NAHDLATUL WATHAN DINIYAH ISLAMIYAH
MTs. MU'ALLIMAT NWDI PANCOR

STATUS TERAKREDITASI SK. BAP-S/M PROV. NTB NO : 239/BANSM-NTB/KP/XI/2018
NSM : 121 2 52 03 0004 NPSN : 50223011

Alamat : Jalan TGH. Zainuddin Abdul Majid No. 130 Pancor Selong Lombok Timur NTB Telp. 0376 21386 Kode Pos 83611

SURAT KETERANGAN PENELITIAN

Nomor : 036/C.3/VIII/MTs.MI/2024

Bismillahi Wabihamdihi

Kepala Madrasah Tsanawiyah Mu'allimat NWDI Pancor, Kecamatan Selong Kabupaten Lombok Timur, Provinsi Nusa Tenggara Barat, menerangkan dengan sebenarnya bahwa :

Nama : ROHANI
NPM : 200202030
Instansi/Badan : Universitas Hamzanwadi
Alamat : Pancor
Tanggal Pelaksana : 19 Agustus s/d 19 November 2024

Yang tersebut namanya di atas memang benar pernah mengadakan penelitian di Madrasah Tsanawiyah Mu'allimat NWDI Pancor sampai batas waktu yang telah ditentukan oleh pihak Universitas Hamzanwadi dengan judul penelitian :

" The Correlation Between The Students' Response On English Teacher's Method In Teaching And Their Motivation In Learning English ".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wallohul Muwaffiqu Walhadi Ila Sabilirrosyad

Pancor, 22 Agustus 2024

Kepala Madrasah,



Hj. BAQ ROHMAYANI, S.Ag. M.Pd

NIP. 197506272000032001



**DATA SANTRI/WATI KELAS VII
MADRASAH TSANAWIYAH MU'ALIMAT NW PANCOR
TAHUN PELAJARAN 2024 / 2025**

KELAS VIII - A

Urut	NOMOR				NAMA SANTRI/WATI	TEMPAT LAHIR	TANGGAL LAHIR	UMUR	IDENTITAS ORANG TUA			ASAL SEKOLAH	KELAS		KET
	NSM	TAHUN MASUK	NIS	NISN					NAMA	PEND. TERAKHIR	PEKERJAAN		LAMA	BARU	
1	121252030004	23	0007	0104310411	AFIFA RAHMANIA AZZAHRA	Sekarteja	31 Desember 2010	13	Zaenul Mutaqin	S-1 (Sarjana)	Wirawasta	SDN 12 Sekarteja Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
2	121252030004	23	0014	0119417182	ALBAQIYATUS SHALIHAT	Mesabek	05-04-2011	12	Agus Mulaik Ahmad	S-1 (Sarjana)	Wirawasta	SDN 2 Selagi, Kec. Terana Lombok Timur NTB	VII-A	VIII-A	
3	121252030004	23	0019	0113518119	ALINNEA PIPIT PITEA	Dengen	1 Maret 2011	12	Norun Huda	SDMI	Buruh	SDN 1 Denggen, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
4	121252030004	23	0022	0109811686	ALVIA MINAYU PUTRI	Mataram	3 November 2010	13	Jumaid	SMAMASMK	Wirawasta	SD IT Nurul Fikri Selong, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
5	121252030004	23	0026	0106270598	AMALIYA FITRI WARDAH	Montong Betok	24-09-2010	13	Ahmad Yusril, S.Pd	S-1 (Sarjana)	PHS/ASN	SDN 3 Montong Betok Kec. Montong Gading Lombok Timur NTB	VII-A	VIII-A	
6	121252030004	23	0032	0108342225	ANDINI SULSTIANINGSIH	Aikmel	22 Desember 2010	13	H. Abd. Haris	SMAMASMK	Wirawasta	Pancor, Kec. Selong, Kab. Lombok Timur, NTB	VII-A	VIII-A	
7	121252030004	23	0042	0113863746	AQIDATUL IZZA	Sekarteja	23 Maret 2011	12	Pajar	SDMI	Tani	SDN 13 Sekarteja, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
8	121252030004	23	0044	0116987444	ARINA ASHFA AMANI	Lombok Timur	20 Februari 2011	12	Sudaman	S-1 (Sarjana)	PHS/ASN	SD IT Abu Bakar Assidq Daru Rase Kec. Keruak Lombok Timur NTB	VII-A	VIII-A	
9	121252030004	23	0045	0103602423	ARISA AMANI NUR KAMILA	Dasan Lekong	10 Desember 2011	13	Arfin	S-2 (Pasca Sarjana)	PHS/ASN	SD IT Nurul Fikri Selong, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
10	121252030004	23	0048	0101196444	ASRIANI NOVITA SAFI	Selong	29 April 2010	13	Ani Topan Sulawajaya	SMAMASMK	Wirawasta	SD Islam Tahfidz Keronglong Kec. Suralaga Lombok Timur NTB	VII-A	VIII-A	
11	121252030004	23	0051	3113161283	ATIKA ZAHRA RATIFA	Selong	27 Januari 2011	12	Sarpuddin	S-1 (Sarjana)	PHS/ASN	MI Darul Ikhwan IHW Kembang Sari Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
12	121252030004	23	0054	0102679302	AULIA ZAHRA	Selong	9 Oktober 2010	13	Subki	S-1 (Sarjana)	Tani	SDN 1 Keronglong, Kec. Suralaga Lombok Timur NTB	VII-A	VIII-A	
13	121252030004	23	0060	0107391339	AZIRA NUR SYARIFA	Selong	9 November 2010	13	Yadi Supatman	S-1 (Sarjana)	Wirawasta	SDN 1 Sagar Pengalin, Kec. Tanjung Lombok Utara NTB	VII-A	VIII-A	
14	121252030004	23	0062	0107768813	AZIZATUL ADAMIYAH	Sukamulia,	31 Maret 2010	13	Hasanuddin	SMAMASMK	Lainnya	SDN 2 Sukamulia, Kec. Sukamulia Lombok Timur NTB	VII-A	VIII-A	
15	121252030004	23	0086	0101653415	BAIQ MAZIA HUSNA	Selong,	23 September 2010	13	Lulu Asmawati Eferdi, S.P	S-1 (Sarjana)	PHS/ASN	MTs H 4 Lombok Timur, Kec. Seltra Barat	VII-A	VIII-A	
16	121252030004	23	0093	0108825844	CLEMIRA ADZKIYA RAHMAN	Selong,	9 Desember 2010	13	Abd. Rahman	SMAMASMK	Wirawasta	SDN 12 Sandubaya Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
17	121252030004	23	0121	3111043255	FADILA AMALIA RAHMANI	Mataram	13 Maret 2011	12	Pahurrahman	SMAMASMK	Buruh	MI NW Reban Tebu Kel. Sandubaya Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
18	121252030004	23	0124	0	FAIDZA MUNAWAROH ASRI	Pancor	13 Mei 2010	13	Masnan Kodri	S-1 (Sarjana)	Wirawasta	Bagik Longgak Barat, Kel. Rakam, Kec. Selong, Lombok Timur NTB	VII-A	VIII-A	
19	121252030004	23	0136	0104633285	HAFIZATUL HASANI	Pancor Sanggeng	21 Juli 2010	13	Aihar	SDMI	Buruh	MI Hamzanwadi No 1 Pancor Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
20	121252030004	23	0141	0104463487	HANUM PUTRI SAKINA	Tinggar,	31-10-2010	13	Tawakkal	S-1 (Sarjana)	PHS/ASN	SDN 3 Semaya, Kec. Sikur Lombok Timur NTB	VII-A	VIII-A	
21	121252030004	23	0158	0114324159	IIN NAURA HAFAQ	Tebaban	08 Januari 2011	12	M.Subki	SMAMASMK	Tani	SDN 2 Tebaban, Kec. Suralaga Lombok Timur NTB	VII-A	VIII-A	
22	121252030004	23	0173	0119637312	KEYSHA QORIDATUL RAHIMA	Selong,	06 Januari 2011	12	Jurar Ansalan, SE	S-1 (Sarjana)	PHS/ASN	SDN 1 Sepit, Kec. Kenauk Lombok Timur NTB	VII-A	VIII-A	
23	121252030004	23	0200	0114142866	MAULIDAH QISTINA	Sekarteja	25 Februari 2011	12	Rosid Karomi	SMAMASMK	Lainnya	SDN 1 Sekarteja, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
24	121252030004	23	0227	0101181813	NAJWA SEVILLA ADIORIFA	Lombok Timur	30 September 2010	13	Muhammad Suryadi	SMAMASMK	Wirawasta	MI Tho'ir Yasin Lendang Nangka, Kec. Mesabek Lombok Timur NTB	VII-A	VIII-A	
25	121252030004	23	0236	0117882743	NAYLA AZWIDA FARADISSA	Embung Basari	13-02-2011	12	Muhammad Zani	SDMI	Buruh	SDN 2 Kembang San, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	

26	121252030004	23	0253	0118078674	NURIL AFRIDIYANI PUTRI	Sekarteja	17 April 2011	12	Jamhur Helim	S-2 (Pasca Sarjana)	PHS/ASN	MI Hamzanwadi No 1 Pancor Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
27	121252030004	23	0257	0104023713	NUSAIBA ANSHARIA	Selong	14 Oktober 2010	13	Jumaah, S.Pd	S-1 (Sarjana)	Wirawasta	MI NW No 3 Pancor Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
28	121252030004	23	0267	3114083388	RAEESHA CANTIKA PUTRI	Beber,	18 Maret 2011	12	Mardan Satriyadi	S-1 (Sarjana)	PHS/ASN	MI Nurul Iman NW Pagutan, Kec. Batuaklang Lombok Tengah NTB	VII-A	VIII-A	
29	121252030004	23	0277	3106447439	RIHLA NAJIA RAHMATI	Selong	12 Agustus 2010	13	H Habb Zaid, M.Pd	S-2 (Pasca Sarjana)	Wirawasta	MI Ishlahul Ikhwan NW Mipalah Kec. Praya Lombok Tengah NTB	VII-A	VIII-A	
30	121252030004	23	0331	0111152899	SITI ROHANAH	Selong	3 Januari 2011	12	Rondan Hadi S.Pd.L	S-1 (Sarjana)	Wirawasta	SDN 3 Selong, Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
31	121252030004	23	0345	0106356501	SYAULQIA RHOMADINA	Sekaranyar	28 Agustus 2010	13	Muhamad Kahfi	SMAMASMK	Wirawasta	SDN 3 Pancor Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
32	121252030004	23	0373	0117570717	ZAHRATUN NISA	Pancor Sanggeng	20 Januari 2011	12	M. Khozin	SMAMASMK	Buruh	MI Hamzanwadi No 1 Pancor Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
33	121252030004	23	0384	0103417989	ZUNURAINI AZTI	Pancor	23 Juni 2010	13	Azhanuddin, QH, S.Pd	S-1 (Sarjana)	Wirawasta	MI Hamzanwadi No 1 Pancor Kec. Selong Lombok Timur NTB	VII-A	VIII-A	
34	121252030004	23													
35	121252030004	23													
36	121252030004	23													
37	121252030004	23													
38	121252030004	23													
39	121252030004	23													
40	121252030004	23													
41	121252030004	23													

Mengetahui:
Kepala MTs. Mu'allimat NW Pancor,

Wakamad Ususan Kesiswaan,

Pancor, 17 Juli 2024

Wali Kelas,

Hj. BAIQ ROHMAYANI, S.Ag. M.Pd.
NP. 19750627200032001

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YULIANA FIRDAUS, S.Pd

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KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

BULAN PERTAMA : untuk Pendaftaran Proposal
BULAN KEDUA : untuk Instrumen Penelitian
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pancor, Senin, 24/06/2024


Pihak Pertama
Pembimbing Petama


.....
Api Prasetyaningrum, M.Pd.

Pihak Kedua
Mahasiswa Bimbingan


.....
Mohani

Pembimbing Kedua


.....
Siti Mary Suloh, M.Pd.

Mengetahui

DEKAN FBSH UNIV. HAMZANWADI



Drs. H. Mohzana, S.Pd., M. Pd.

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BERITA ACARA BIMBINGAN SKRIPSI



1. Nama Mahasiswa : ROHANI
2. Nomor Pokok Mahasiswa : 200202030
3. Semester : delapan (8)
4. Fakultas : FB SH
5. Jurusan/ Program Studi : pendidikan bahasa inggris
6. Dosen Pembimbing :
 1. Adi Prastyningrum, m.pd
 2. Siti Wasyuroh, m.pd
7. Judul Skripsi :

"THE CORRELATION BETWEEN THE STUDENT'S RESPONSE ON ENGLISH TEACHER'S METHOD IN TEACHING AND THEIR MOTIVATION IN LEARNING ENGLISH"

8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
				DP.1	DP.2
I:	24/06 2024	Konsul judul	24/06 2024		
	24/06 2024	Acc out line	24/06 2024		

	Proposal 1-3 Revise as suggested.	1/7-24	<u>Itys</u>
	Proposal 1-3	1/7-24	<u>Itys</u>
	Proposal 1-3 Acc perbaiki r/v instrumen dan lalu lanjut dari buku ke revisi I	29/7-24	<u>Itys</u>
	Proposal 1	8/8-24	<u>Itys</u>
	Proposal + Instrument	7/8- 2024	<u>Itys</u>
	Proposal ACC	10/08 2024	<u>Itys</u>
12-08 2024	Proposal ACC		<u>Itys</u>
	Thesis 1-5	24/8-24	<u>Itys</u>
	Thesis 1-5 <u>Acc</u>	2/10-24	<u>Itys</u>

	3-10 2024	Thesis			
	4-10 2024	Thesis acc			

Pancor, Kamis, 03/10/2024
Koordinator Program Studi



(...M. Adib. Nazri, M.ed...)
NIDN. 0824038801