**Resa Arestandi**, 2015, **“The Correlation Between Student’s Perceptions on English Teacher Behaviour and Their Learning Motivation”.** (A Correlation Study at Second Grade of SMK Al-Mubarok Kota Serang). Undergraduate research paper, English Education Department Faculty of Education and Teacher Training of the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten.

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**ABSTRACT**

The which one problem in education is relationship between students and their teacher, especially with English teacher. The student is scare to teacher.Thisphenomenon make teaching and learning process do not communicative in class.

This research investigates “the correlation between students’ perceptions on English Teacher interpersonal behaviour and their learning motivation”. This research aimed to find students’ perceptions about their teacher especially from teacher interpersonal behaviour, how English teacher interpersonal behaviour in students’ ayes and to find correlation between English teacher interpersonal behaviour and students learning motivation.

This research was conducted at SMK Al-Mubarok Kota Serang on 9th  until 11th of October 2015 of the school year 2015/2016. The sample is 27 students. The method used in this study is a correlation with quantitative approach. The writer uses questionnaire as instrument to research this problem. There are 10 items questions to variable X and 10 items questions to variable Y. The questionnaire answered by students in SMK Al-Mubarok at second grade. From the result questionnaire which was answered by students, the writer get the result of correlational coefficient analysis in the amount of 0,37 and after construction with interpretation table number “r” (0,39) there is between (0,20 – 0,40) which interpretation between variable X and variable Y there is correlation which low and know that the correlation English teacher interpersonal behaviour (Variable X) and students’ learning motivation (Variable Y) is in the amount of 13,69% while the balance 86,31% rlated by other factor and can research further.

**The Correlation Between Student’s Perceptions on English Teacher Behaviour and Their Learning Motivation”.**

(A Correlation Study at Second Grade of SMK Al-Mubarok Kota Serang)

1. **Background of Study**

Teaching is a complex process which can be conceptualized in number of different ways. Traditionally, language teaching has been described in terms of what teacher do: that is, in terms of the action and behaviors which teacher carry out in the classroom and the effect of these on learners.[[1]](#footnote-2)

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[[2]](#footnote-3)

Based on above statement, it can be said that teaching which do by teacher can give effect in the classroom. Teacher have important role in classroom. The teacher manages the class, convey the material to students, and influence the students to learning English.

The motivating student is the one of teacher’s role in classroom. When teacher interaction in classroom with the students, the teacher can suggest the student or stimulus or impulse that is in student to do exactly what student wants, include get good value.

Attribution theory is important in understanding how students interpret and use feedback on their academic achievement, and suggest to teachers how they should provide feedback that cause huge motivation for students. [[3]](#footnote-4)

Motivation become an important part of teaching and motivate the student is task the teacher, moreover subject of English. Remember that English is difficult to learn in Indonesia.

English is learned in Indonesia by talking about the grammatical rules of English and error are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English.[[4]](#footnote-5)

Sometimes, student down when learn English because they can not understand the vocabulary, the student can not identify the grammar in sentence because the grammatical in Indonesia language and English languge are different. Student’s pronunciation is not good and the student is not self-confidence when speak English.

The goal of motivation is to move or inspire someone to the desire and willingness to do something so as to obtain results or achieve certain goals. For a teacher, motivational goal is to excite or stimulate the students to the desire and willingness to improve their academic achievement in order to reach the goal of education as expected and it is set in the school curriculum.[[5]](#footnote-6)

 Motivation can influence student’s achievement and student’s motivation can be seen from their achievement. The teacher can motivate the student through communicate with the student and the teacher do proximity with their student.

In education, an issue that confronts many teacher in classroom is how much they themselves should talk, and what kind of talk this should be. Of course there are times when teacher have to take the roll or ask for quiet, or suggest that students should get into pairs and group. But there are also times when teachers simply talk to groups, engage in conversation with them, discuss the topic under consideration or ask them about their weekend, etc. [[6]](#footnote-7)

It can be said, in education the teacher does interaction with their student. The teacher does not only give material of English but also the interaction does interaction, this thing can make the student enjoy with their teacher.

 Today, language teaching is not easy categorized into methods and trends. Instead, each teacher is called on to develop a sound overall approach to various language classrooms. This approach is principled basis upon which the teacher can choose particular design and techniques for teaching a foreign language in a particular context.[[7]](#footnote-8)

Besides it, there are several approach which investigated by Johnson.

Johnson investigated the beliefs that thirty ESL (English Second Language) teacher held about second language teaching and found that they had three different approaches, that is a skill based approach (which focuses on the discrete skills of listening, speaking, reading, and writing), a rule-based (which emphasizes the importance of grammatical rules and a conscious understanding of the language system), and function based approach (which focuses on interactive communication and cooperative learning, and ability to function in real social situation. .[[8]](#footnote-9)

Three different approaches show that the teacher does interaction and makes relationship with the student through communication, create interactive situation and build the real social situation in class. This thing makes the good relationship between student and teacher.

In fact, in Indonesia, research on teacher- student interpersonal relationship is scare.[[9]](#footnote-10)

Based on statement above, can be said relationship between teacher and student is less good. The student is scare to teacher. This situation make student suppressed when learn, the student is afraid ask to teacher, the student afraid to give opinion, the student is not self-confidence and make teaching and learning process do not communicative. Moreover, to English teacher who should be act interaction and use communicative method when English teaching in order the student active in class.

The teacher does not use thirty ESL (English Second Language) teacher held about second language teaching whereas it is important to teaching language include English Language.

As the above description that is about English teacher interpersonal behavior and student learning motivation. So, the researcher interested to arrange research with the title of “The Correlation Between Students Perception on English Teacher Interpersonal Behavior and Their Learning Motivation”(The correlation study at SMK Al-Mubarok Kota Serang in second grade).

1. **Research Question**

The writer formulates of the statements of the problems are the follow:

1. How is teacher interpersonal behavior at SMK Al-Mubarok Kota Serang?
2. How are students learning motivation at SMK Al-Mubarok Kota Serang?
3. How does correlation between teacher interpersonal behavior and students learning motivation?
4. **Objective of The Study**

The writer focuses on some objective as follows:

1. To find out how the teacher interpersonal behavior at SMK Al-Mubarok Kota Serang.
2. To know student’s learning motivation at SMK Al-Mubarok Kota Serang.
3. To find out a correlation between teacher interpersonal behaviour and student’s learning motivation.
4. **Framework**
5. Teacher Interpersonal Behaviour

Behavior is set or an act of a person who looks on a person's personality is shown.

Every individual human being or behavior, including a teacher who is an individual. Teachers as central in the learning required to communicate and display behavior during the learning process to support classroom management terksananya expected.

Behavior which is related overtly, consciously, ethically, or symbolically to another human being (real, collective, or imagined) is interpersonal.[[10]](#footnote-11)

In the process of teaching and learning and how teachers teach with communicating and displaying behavior will lead to an impression or image that is attached to a teacher.

Impression and the image displayed by the teacher interpersonal behavior that resulted in an interaction in an individual with other individuals. Interactions that occur display an image in a person. How does one relate to others, how personal behavior shown in public, and the way a person communicates. then other people can assume that someone interpersonal behavior that show.

Of a person's interpersonal behavior, causing interpersonal perception in others. According to Brehm and Kassin, impression formation can occur in two ways, are:

1. Stimulus received through observation or assessment obtain attribution, management or disposition, and interpretation are integrated with all aspects that influence the perception and private persons involved in the process of interaction.
2. Stimulus creates an impression received directly through momentary assessment without attribution process, disposition, and integration.[[11]](#footnote-12)

The factors that affect interpersonal perception. According to Kelley, an expert in interpersonal stated that there are two factors that affect the perception of interpersonal are:

1. Physical and Psychological Factors.
2. Background personality behind a person's physical appearance. [[12]](#footnote-13)
3. Learning Motivation

Motivation is a stimulus that arise in a person's wishes and act upon certain objectives that an individual's desired goals can be achieved.

Motivation involves processes that energize, direct, and sustain behavior. Thus the behavior of containing energy has a direction, and can be maintained. [[13]](#footnote-14)

Learning is a trend change in behavior based on the experience of someone who has experienced. Learning is a process of changing one's behavior or skills through some event or experience that he received continuous or repeated and specify a condition or cause a reaction in which a person's behavior can change for the better or worse.

A student can not be separated from the learning activities. the need for students to learn is affected by the presence of encouragement or motivation in itself a student. an important factor in student motivation and achievement is their perception of their positive relationships with teachers.[[14]](#footnote-15)

In theory Attribution, theory which is one important motivation for education. Attribution theory is important in understanding how students interpret and use feedback on their academic achievement, and suggest to teachers how they should provide feedback that cause huge motivation for students. [[15]](#footnote-16)

As for some of the kind of motivation to learn are:

1. Factors intrinsic motivation.
2. Factors extrinsic motivation
3. **Research Methodelogy**
4. Place of Research

Research site located in SMK Al-Mubarok is located at Jalan KH Abdul Latif No. 07 Village Cimuncang Serang District of the City. Serang, Banten which is one of the educational institutions that include English as one of the subjects at school with teachers who assist in the learning process. This prompted the authors to jump directly to the field and examine the process of education.

1. Method of Research

Methods The study is a series of research or implementation activities based by assumptions, views philosophical and ideological, questions and issues faced. [[16]](#footnote-17)

The method used in this study is a correlation with quantitative approach. Research of corelational showed to know the relationship a variable with another variable.[[17]](#footnote-18)

1. Population and Sample
2. Population

Population is the generalization region consisting of the objects/ subjects that have a certain quantity and characteristics set by the investigators to be studied and then drawn conclusions. [[18]](#footnote-19)

1. Sample

The sample is a portion of the characteristics possessed by the population.[[19]](#footnote-20)

The sample is a portion of the population that can represent and reflect the nature of the population. [[20]](#footnote-21)

Amount of students in SMK Al-Mubarok are 27 students, so researcher use like as according to Suharsimi Arikunto that the subject is less from 100, so it can be better if the subject take it all until the research is research of population, furthermore if amount of subject more than 100 so it can be taken between 10-15% or 20-25%. [[21]](#footnote-22)

1. **Result of Reserch**
	* + 1. The result of English teacher interpersonal behaviour in SMK Al-Mubarok Kota Serang from the result of mean from variable X is 39,4. From the table of interpretation value of mean English teacher interpersonal behaviour (Variable X) show that the value 39,4 is the interpretation value of mean is in series of suffice. This mean that English teacher in SMK Al-Mubarok Kota Serang has run its task with good enough that is the teacher has run its task and responsibility as the teacher on students’ learning motivation in SMK Al-Mubarok Kota Serang that is stimulate the students, act the social relationship with students, manage the class, and show the good interpersonal behaviour to student.
			2. The result of Students learning motivation in SMK Al-Mubarok Kota Serang from the result of mean from variable Y is 38,3. From the table of interpretation value of mean Students learning motivation (Variable Y) show that the value 38,3 is the interpretation value of mean is in series of suffice. This mean that the students’ learning motivation in SMK Al-Mubarok Kota Serang is students has learning motivation on English which good enough that is the student follow activities teaching and learning, work the task, get good value achievement, spirit, discipline, follow good suggestion from teacher.
			3. Based on the result of correlation coefficient analysis, known that index coefficient correlation in the amount of 0,37 and after construction with interpretation table number “r” (0,37) there is between (0,20-0,40) which the interpretation is between variable X and variable Y in SMK Al-Mubarok Kota Serang there is correlation which low and known that the correlation English teacher interpersonal behaviour (Variable X) and Student learning motivation (Variable Y) is in the amount of 13,69% while the balance 86,31% related by other factor and can research further.
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