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The Correlation Between Students' Response To English Teachers' Methods And Their Motivation In Learning English

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Abstract: *This study examines the correlation between students' responses to English teachers' instructional methods and their motivation to learn English. Recognizing the significance of motivation in language teaching, the study aims to explore how different teaching methods impact both student engagement and intrinsic motivation. Using a quantitative correlational research design, data were collected from 33 eighth-grade students at MTs Muallimat NWDI Pancor in the 2024-2025 academic year. The analysis reveals a strong positive correlation between students' responses to teaching methods and their learning motivation ($r = 0.642$, $p < 0.01$) as well as between teaching methods and student motivation ($r = 0.701$, $p < 0.01$). These findings suggest that teaching methods significantly influence both student engagement and motivation; efficient, student-centered methods lead to greater student involvement in the learning process and higher motivation levels. The study recommends that schools prioritize continuous professional development for teachers, focusing on effective, motivational teaching strategies. This would foster an engaging, supportive learning environment, enhancing students' ability to succeed in language learning. The findings contribute to a deeper understanding of the interaction between pedagogy and student psychology, providing valuable insight for both educational practitioners and policymakers.*

INTRODUCTION

In an era marked by globalization and interconnectedness, the English language has emerged as a dominant global lingua franca, facilitating communication across diverse linguistic and cultural backgrounds. Proficiency in English has become essential for social interactions, professional endeavors, and academic pursuits, thereby enabling individuals to navigate the complexities of an increasingly globalized environment. As Parupalli (2019) illustrates, effective communication in English is essential for meaningful interactions in a rapidly changing world.

Recognizing this vital role, educational institutions across the globe have incorporated English language education into their curricula. This integration stems from an understanding that fluency in English is not merely advantageous but rather a necessity for success in today's multifaceted society (Alaviyya & Yasinli, 2024)

The significance of English proficiency extends beyond mere language skills; it serves as a gateway to international collaboration and knowledge exchange. Individuals who are proficient in English can participate in global discussions, access a wealth of information, and engage in collaborative endeavors that transcend geographical boundaries. (Daqiq et al., 2024) Furthermore, the demand for English proficiency has permeated the job market, with many multinational corporations stipulating it as a prerequisite for employment. For students, mastering English not only broadens their academic horizons but also opens doors to higher education opportunities abroad. (Hodges & Seawright, 2023)

The effectiveness of English language acquisition hinges significantly on the instructional strategies employed by educators. A diverse array of teaching methods exists, ranging from communicative and task-based approaches to more traditional grammar-focused techniques. (Cam Hong, 2023)The type of instruction utilized has a profound impact on student engagement and success in language learning. Therefore, comprehending the relationship between instructional strategies and student outcomes is crucial for optimizing language instruction.

In recent years, educators have recognized the importance of metacognitive strategies in language acquisition. Metacognition encompasses cognitive processes that learners consciously manage, such as planning, monitoring, and assessing their own learning. (Zhang & Guo, 2021)Research that integrates metacognitive techniques such as goal-setting, self-evaluation, and reflection into language education can enhance students' learning outcomes. (Teng et al., 2023)By assigning metacognitive tasks, educators can foster deeper engagement and more effective language skill development. This empowers students to become active, autonomous learners who can adapt their learning strategies in response to various challenges and situations (Rimun & Yumarnamto, 2024)

Moreover, the importance of utilizing authentic materials and tasks in language training cannot be overstated. Authentic resources such as social media posts, films, and newspapers expose students to real-world language use and cultural contexts. Through authentic tasks like role-plays, simulations, and problem–solving exercises, students are encouraged to use language in meaningful and purposeful ways. Research has shown that incorporating real-world resources and activities into language training can enhance students' enthusiasm, engagement, and overall language learning outcomes. (Metruk, 2024). By providing opportunities for students to interact with authentic language and input, educators can bridge the gap between classroom learning and real-life communication, thereby facilitating more effective language acquisition.

In addition to instructional strategies, the significance of formative feedback in language training has gained prominence. Formative feedback- defined as timely, targeted feedback on students' language proficiency significantly enhances their learning experience. Studies indicate that effective formative feedback can clarify expectations, identify areas for improvement, and reinforce learning objectives. According to Hyland (2019), students can improve their language proficiency more effectively through corrective feedback on their errors, acknowledgment of their successes, and scaffolding support during language tasks. Incorporating formative feedback into instructional strategies allows educators to create a supportive environment where they receive personalized guidance to meet their language learning objectives.

Student motivation is another critical factor influencing language learning. As Chowdhury

(2021) notes, motivated students are more likely to invest effort in their studies, actively engage with the language, and achieve higher proficiency levels. Conversely, students lacking motivation may exhibit disengagement, reduced participation, and lower academic performance. Therefore, sustaining and enhancing students is paramount for effective language learning.

Contemporary language instruction adopts a multifaceted approach that integrates various motivational strategies to effectively boost student motivation. Research by Ushioda (2020) Emphasizes the importance of cultivating a welcoming and inclusive classroom atmosphere where students feel valued, respected, and connected to their teachers and peers. Such an environment not only fosters a sense of community but also nurtures intrinsic motivation, resulting in heightened engagement and enthusiasm for learning.

Furthermore, recent studies underscore the significance of goal setting in maintaining student motivation within language learning contexts. By collaboratively establishing specific and achievable goals, teachers empower students to take ownership of their learning and track their progress over time. (Sides & Cuevas, 2020). This proactive approach not only enhances student motivation but also cultivates self-regulated learning skills, enabling students to manage their learning process and persevere through challenges.

In modern language training, the integration of authentic resources and real-world contexts is emphasized to enhance student engagement and relevance. (Sari & Asmendri, 2018). By incorporating culturally relevant content such as literature, multimedia resources, and current events, teachers can demonstrate the practical benefits of language acquisition and its applicability across diverse contexts. This experiential approach not only improves students' language skills but also boosts their confidence in communication and cross-cultural competency, ultimately increasing their motivation to learn and use the language. (Celik & Yildiz, 2019)

The present study aims to investigate the intricate interactions between various teaching approaches and the motivational dynamics inherent in students' English language learning experiences at MTs Muallimat NWDI Pancor. By examining these relationships, the study seeks to illuminate the complex mechanisms underlying successful teaching strategies and provide actionable recommendations for educators and stakeholders striving to optimize students' learning outcomes. Through this comprehensive exploration, the research intends to contribute significantly to the existing body of knowledge in language education, paving the way for the development of tailored strategies that support and sustain students' intrinsic motivation.

The integration of effective instructional strategies, authentic materials, formative feedback, and a focus on student motivation is crucial for enhancing English language acquisition. As educators and institutions strive to equip students with the necessary skills to thrive in a globalized world, ongoing research, and innovative practices will be essential in fostering an environment conducive to language learning. Ultimately, this study aims to advance the field of language education by providing insights that can inform and improve teaching practices, thereby better-preparing students for success in their future endeavors.

THEORETICALFRAMEWORK

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 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 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.

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 than 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, 2018)

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, 2007)

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.

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. (Richard & Theodore, 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.

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 (2020) 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 (2022) 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.

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. (Celik & Yildiz, 2019). 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. (Dornyei, 2013). 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. (Kanan, 2019).

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. (Celik & Yildiz, 2019). 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. (David, 2010)

RESEARCH METHODS

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.(Frankael & Wallen, 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 & David, 2020)

The data analysis strategy used correlation analysis to evaluate the strength and direction of the relationship between students' responses to teaching methods and their motivation to learn English (Liu et al., 2023). Data collection was carried out using questionnaires. The

questionnaires measured students' perceptions of the teaching method and their motivation levels. The collected data were summarized using descriptive statistics such as standard deviation and frequency distribution to an overview of students' perception and motivation levels (Gong & Yan, 2023)

Validity in this research refers to the extent to which the instruments accurately measure what they are intended to measure. To ensure validity, the questionnaire was designed based on theories and previous research on teaching methods and motivation (Pramesty et al., 2022) Triangulation was applied to increase the reliability and validity of the research findings. In this study, triangulation was achieved through a questionnaire. The researcher obtained a more comprehensive view of the relationship between teaching methods and student motivation. The results of the questionnaire showed a consistent pattern, which strengthened the validity of the research findings. (Pramesty et al., 2022)

RESULT AND DISCUSSION

finding

As the current study explores eighth-grade students' responses, teaching methods, and learning motivation, this section presents results on the level of student responses, the effectiveness of teaching methods, and the motivation for learning.

a.The result of the student teaching method

The present researcher divided it into four categories, namely very Strongly disagree, disagree, mildly, agree, and strongly agree, to determine students' responses. Strongly agree ranged from 81-100, meanwhile agree ranged from 61-80, mildly ranged from 41-60, and disagree ranged from 21-40. Strongly disagreed ranged from 00-20. The present researcher calculated the frequency and percentage of 33 eighth-grade students. The results of the calculation of the students' response questionnaire can be seen in the table. 1

Table 1 Percentage student's response questionnaire

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

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

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

b.The results of the teaching method

The present researcher divided it into four categories, namely very Strongly disagree, disagree, mildly, agree, and strongly agree to determine the teaching method. Strongly agree ranged from 81-100, meanwhile agree ranged from 61-80, mildly ranged from 41-60, and disagree ranged from 21-40. The strongly disagreed ranges 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. 2

Table 2. Percentage Teaching Method Questionnaire

CATEGORIES	FREQUENCY	PERCENTAGE

STRONGLY AGREE	9	27,2%
AGREE	23	69%
MILDLY	1	3%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%

From the data collection results, the researchers found that there were 9 (27,2%) students categorized as strongly agree, 23 (69%) students categorized as agree, 1 (6%) students categorized mildly, while none students categorized disagree and strongly disagree.
In conclusion, the questionnaire revealed that eighth-grade students of Mts Muallimat NWDI Pancor had a positive response.

c. The results of Motivation learning

The present researcher divided it into four categories, namely very Strongly disagree, disagree, mildly, agree, and strongly agree, to determine motivation learning. Strongly agree ranged from 81-100, meanwhile agree ranged from 61-80, mildly ranged from 41-60, and disagree ranged from 21-40. The strongly disagreed ranges from 00-20. The present researcher has calculated the frequency and percentage of 33 eighth-grade students. The results of the calculation of the motivation learning questionnaire can be seen in the table. 3

Table 3. Percentage Motivation Learning questionnaire

CATEGORIES	FREQUENCY	PERCENTAGE
STRONGLY AGREE	6	18%
AGREE	25	75%
MILDLY	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 student responses.

d. 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-Smimov. The results of the normality test are shown in Table 4.4, which shows that the data on students' responses 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 was normally distributed (0.196).

Table 4. One-Sample Kolmogorov-Smirnov Test

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.					

e. Correlation Test

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

Tabel 4. Correlation test

		response	method	Motivation
response	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, the 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.

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.

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.

CONCLUSION

Conclusion

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

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.

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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