

**The Correlation between English Teachers' Teaching Styles and  
Students' Grammar Mastery at SMA Pertiwi 1 Padang**

**A Thesis**

*Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of Education  
(B.Ed.) in English Language Education*



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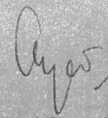
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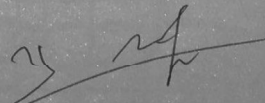


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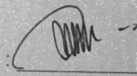
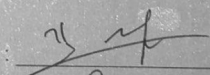
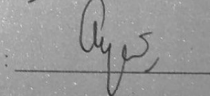
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#### **ABSTRACT**

Grammar is one of the basics of a language and must be mastered by English students to master English language skills. One of the causes that influence students' grammar mastery is the teacher's teaching style. This research intends to determine the significant relationship between the teaching style of English teachers and students' grammar mastery at SMA Pertiwi 1 Padang. This research used quantitative research with a correlational design. This research involved 80 students of grade 11 and grade 12 of SMA Pertiwi 1 Padang. The instrument of this research was a grammar test and a questionnaire. Based on the questionnaire result, the English teachers used a formal authority style with mean scores of 17.18 and 17.38. Based on the data analysis for the grammar test, it was found that the mean score of students from 11<sup>th</sup> grade was 34.1, while the mean score of students from 12<sup>th</sup> grade was 48.1. The researcher found a very high correlation between English teachers' teaching styles and students' grammar mastery. It was proven by  $r_{xy}$  (0.995) greater than  $r_{table}$  (0.220). In conclusion, there is a correlation exists between English teachers' teaching styles and students' grammar mastery.

**Keywords:** teaching style, English grammar, grammar mastery

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#### **ABSTRAK**

Tata bahasa merupakan salah satu dasar dari sebuah bahasa dan wajib dikuasai oleh pelajar Bahasa Inggris untuk menguasai keahlian Bahasa Inggris. Salah satu penyebab yang mempengaruhi penguasaan tata bahasa siswa adalah gaya mengajar guru. Penelitian ini bertujuan untuk mengetahui hubungan yang signifikan antara gaya mengajar guru Bahasa Inggris dan penguasaan tata bahasa siswa di SMA Pertiwi 1 Padang. Penelitian ini menggunakan penelitian kuantitatif dengan desain korelasional. Penelitian ini melibatkan 80 siswa kelas 11 dan kelas 12 SMA Pertiwi 1 Padang. Instrumen penelitian ini berupa tes tata bahasa dan angket. Berdasarkan hasil angket, guru Bahasa Inggris menggunakan gaya otoritas formal dengan nilai rata-rata 17,18 dan 17,38. Berdasarkan analisis data tes tata bahasa diperoleh nilai rata-rata siswa kelas 11 sebesar 34,1 sedangkan nilai rata-rata siswa kelas 12 sebesar 48,1. Peneliti menemukan bahwa terdapat korelasi yang sangat tinggi antara gaya mengajar guru bahasa Inggris dan penguasaan tata bahasa siswa. Hal ini dibuktikan dengan  $r_{xy}$  (0,995) yang lebih besar dari  $r_{tabel}$  (0,220). Kesimpulannya, terdapat korelasi antara gaya mengajar guru bahasa Inggris dan penguasaan tata bahasa siswa.

Kata kunci: gaya mengajar, tata bahasa Bahasa Inggris, penguasaan tata bahasa

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Grammar is the basis of a language. Grammar exists to organize a language to be more meaningful. Grammar also refers to the system within a language that encompasses the sound, structure, and meaning components. Aikhenvald (2015) emphasizes that grammar is the basis for meaningful generalizations about what human language is like. All languages possess a system of grammar, each with its distinct grammar. Besides, grammar is the system that enables us to discuss and analyze language. Grammar as well is responsible for forming words and word combinations that constitute sentences in English and other languages.

Then, grammar is a crucial component of a language, especially English. The reason is because grammar makes it easier for students to learn English. Quoc and Thi (2019) state that grammar is vital for successfully mastering a language. In addition, students can learn various English skills by mastering grammar. These English skills include speaking, listening, writing, and reading skills. Besides that, students can use written and spoken communication effectively if they master grammar. As claimed by Rossiter (2021), beyond the needs of students, communication, primarily written communication, will quickly require at least some understanding of the basic rules of grammar or syntax. Subasini and Kokilavani (2013) also mention that using the correct

grammar is essential to avoid misunderstandings and to help the listener understand the speaker easily. Therefore, grammar is necessary for students.

Unfortunately, there are still many students who have not mastered grammar. Even though students have studied grammar since junior high school, based on the researcher's teaching experience at SMA Pertiwi 1 Padang, many students still lack knowledge of grammar. Many things are the cause of this. One of them is that learning grammar is confusing. Students are confused with the context and the use of grammar. Etfita (2019) states that English grammar sometimes confuses students because it differs from their mother tongue's.

In addition, based on observations the researcher made at SMA Pertiwi 1 Padang, students were taught grammar formulas but not examples of their use. Students are also often given assignments that do not follow grammar lessons. For example, students were asked to make dialogues where the task later became an assessment for speaking practice and had nothing to do with grammar. Another reason was the difference in students' understanding of one another. It made it difficult for teachers to adjust the material being taught. For example, when studying descriptive texts containing simple present tense language features, students must be taught the tenses first. This caused the teacher only to have a little time to prepare the subject matter.

Many factors contribute to the emergence of the phenomenon, one of which is the teacher's teaching style. The teacher's teaching style is one of the predictable factors because teaching grammar is one of the challenges for

teachers. Quoc & Thi (2019) mention that teaching grammar is challenging because students must study grammar before learning English. In addition, the right way to teach the teacher can help students correctly use the language. According to Mart (2013), accurate grammar teaching guides learners on how to use the language correctly.

Besides, teachers must teach grammar in context to ensure students understand more about grammar. Teaching grammar in context will help the learner learn how grammatical structures function in context, providing opportunities to develop an understanding of grammar rules (Mart, 2013). Fromkin et al. (2011) emphasize that teaching grammar is important to fulfill language requirements. Grammar teaching explicitly states the rules of the language and lists of words and pronunciations and helps in learning a new language. Therefore, the teacher must teach grammar thoroughly because grammar is essential to a language.

Another important reason teaching style causes the problems mentioned above is because different teaching styles can affect students' knowledge. According to Dorgu (2015), the different teaching styles of teachers will give various forms of students' understanding. Teachers can cultivate their students' English skills if they can find a suitable teaching style to teach English grammar. The teacher's teaching style impacts student performance (Iqbal, Aziz, Farooqi, & Ali, 2016). Consequently, finding a suitable teaching style to teach grammar is crucial for teachers to make the learning and teaching process more effective so that students gain adequate knowledge. Students can also

maximize their knowledge and skills if the teacher's teaching style can help them master their grammar skills (Mart, 2013). Therefore, teachers must be able to apply effective teaching styles that will be used to teach grammar to their students.

There have been many researchers who have analyzed teaching style and students' achievement. One study conducted by Asmi (2022) investigated the teaching styles employed by English teachers and their impact on students' English achievement at SMAN 19 Makassar. He investigated the teaching style used by English teachers and its impact on students' English achievements. The findings indicated that the teaching style employed by the teacher had a significant impact on students' academic performance. In the findings, it found that different teaching styles affected students' average English scores. It was found that two teachers used two different teaching styles. One of the educators employing the expert teaching styles demonstrated that the student's academic performance surpassed the minimum mastery level (KKM), as evidenced by an average score of 83.19. Meanwhile, other teachers with a personal model teaching style showed that the average students' achievement did not show the maximum score with a score of 79.22.

Conversely, Ahmed, Farooqi & Iqbal (2020) examined a study about teachers' teaching styles titled "*A Study of Teachers' Teaching Styles and Students' Performance*". It found that students choose the role model teaching style most often used by the teacher. Then, it was followed by the formal authority, facilitator, delegator, and expert style. Grade level impacted all

teachers' teaching styles except the expert style students perceive. Expert teaching style had a weak positive correlation with role models (0.168), a moderate positive correlation with formal authority (0.437), and facilitator teaching style (0.431). The last one strongly correlated positively with the delegator teaching style (0.655).

Besides that, there was Jahan, Hijazi, and Mahdaoui (2021) with the research title *"The Role of Teaching Styles in Driving Quality of Student Learning and Achievement: Evidence from Universities in UAE"*. They examined the role of teaching style in driving the quality of learning and student achievement. The study found that students prefer teachers with a two-way communication teaching style. It was because the teaching style aims to keep the class atmosphere calm, relaxed, and entertaining. Teaching styles produced better academic scores and student achievement in their respective domains because they facilitated learning in unique environments.

Based on previous research, it can be seen that most found that teaching style can influence or impact student learning outcomes. Based on that, the researcher wants to see whether the teacher's teaching style affected students' grammar mastery. The researcher wants to focus on finding the relationship between the teaching style of English teachers and students' grammar mastery. The researcher seeks to determine whether the teacher's teaching style correlates with the grammar mastery of SMA Pertiwi 1 Padang students.



## **B. Identification of the Problem**

The following was the identification of the problem based on the background above; two problems were identified. First, many students still lack an understanding of grammar. Students also have not mastered grammar yet. The second, the way English teachers taught grammar. The teachers taught grammar without the context and the proper use. Teachers were also less precise in teaching grammar.

## **C. Limitation of the Problem**

Based on identification the problem above, the researcher limited the problem in this study. The researcher in this study focused on finding the English teachers' teaching styles and a correlation between English teachers' teaching styles and students' grammar mastery at SMA Pertiwi 1 Padang.

## **D. Formulation of the Problem**

The subsequent statements were derived from the limitations of the aforementioned limitation of the problem, as follows. What teaching style is dominantly used by English teachers at SMA Pertiwi 1 Padang? Also, is there any correlation between English teachers' teaching styles and students' grammar mastery at SMA Pertiwi 1 Padang?"

## **E. Research Questions**

Research questions, the researcher formulated based on the previous explanation:

What teaching style is dominantly used by English teachers at SMA Pertiwi 1 Padang?

Is there a correlation between the teaching style of English teachers and the grammar mastery of SMA Pertiwi 1 Padang students?

#### **F. Purpose of the Research**

Based on the research question above, the study aimed to find the dominant teaching style that use by the English teachers at SMA Pertiwi 1 Padang and to find a correlation between the teaching styles of English teachers at SMA Pertiwi 1 Padang and their student's mastery of grammar.

#### **G. Significance of the Research**

The following results of this research can hopefully give some advantages, not only theoretically but also practically:

##### 1. Theoretically

The findings of this study can guide future research on English teachers' instructional strategies. This research can also help increase knowledge about effectively teaching grammar.

##### 2. Practically

Teachers can use an effective teaching style to teach grammar to students. In addition, ELT researchers may be motivated to perform additional studies on teachers' teaching styles, students' grammatical skills, and other skills.

## **H. Definition of the Key Terms**

### 1. Teaching style

Teaching style refers to the approach and method used by an educator to convey information and engage students in the learning process.

### 2. Grammar mastery

Grammar mastery means understanding and effectively using grammar rules in written or spoken communication.