

# TEACHING METHOD AND ITS IMPACT ON ENGLISH ACADEMIC PERFORMANCE THROUGH LEARNING INTEREST AS A MODERATOR VARIABLE AMONG THE STUDENTS OF MTSN 2 KOTA KEDIRI

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# TEACHING METHOD AND ITS IMPACT ON ENGLISH ACADEMIC PERFORMANCE THROUGH LEARNING INTEREST AS A MODERATOR VARIABLE AMONG THE STUDENTS OF MTSN 2 KOTA KEDIRI

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## ABSTRACT

*This research aims at analyzing a significant effect of the following variables: 1) Teaching method on English academic performance; 2) Learning interest on English academic performance; 3) Teaching method on learning interest; and 4) Teaching method on English academic performance through learning interest as a moderator variable. To prove those questions, this research adopts quantitative approach with survey method. The samples are 207 students who are taken through simple random sampling calculated using Slovin formula. The data is analyzed through path analysis. It is used regression test including simple and multiple linear regressions. The result of this research indicates: 1) Teaching method has a significant effect on English academic; 2) Learning interest has a significant effect on English academic performance; 3) Teaching method has a significant effect on learning interest; and 4) Teaching method has an indirect impact on English academic performance through learning interest as a moderator variable about 18,3%. Meanwhile the direct effect is 3,4%. The result shows that the indirect effect is greater than direct effect in which the effect of teaching method on English academic performance is considered as the direct effect and the effect of teaching method on English academic performance through learning interest as a moderator variable is considered as the indirect impact. It is recommended to the teachers to evaluate their teaching abilities that foster students' learning interest then academic performance automatically increases.*

**Key words:** teaching method, English academic performance, learning interest, path analysis

## 12 INTRODUCTION

One of the main decades finding of educational effectiveness research is the teachers' important role in promoting learning of students (Hanushek, 2011). As a result, investigating the factors related to quality of teaching which may lead to improving students' performance is progressively being interesting research for researchers around the world. Students' learning performance is determined by the effectiveness of the teaching and learning process while the success rate of students in mastering the subject matter is usually expressed with grades. Teachers as mediators and facilitators should prepare themselves in the planning, implementation and evaluation of learning.

Over the years the academic community has explored various approaches to improving the quality of education and the overall learning process (Mazumder, 2014). Several previous researches have shown that teaching practices have a significant impact on students' performance, even though the proof is quite rare and inconclusive with respect to the best teaching methods identification (Cordero, 2018). The substantial research on teaching methods effectiveness

shows the quality of teaching is frequently reflected by students' performances as the learning results. In the learning process, teaching method as one of the supporting media is something that is certainly appropriate and meaningful in improving student learning performance in line with their stage of advancement.

<sup>6</sup> The selection of teacher's teaching methods greatly influences the effectiveness of the teaching and learning process. Teachers should implement the best fit teaching methods with a specific purpose to facilitate transmitting knowledge process. The main teaching purpose at the educational level is to achieve fundamental changes in students through various teaching and learning methods (Oigara, 2011). In addition, teaching and learning research continues to study the extent of different teaching methods increasing growth in students' learning.

Adunola (cited in Isa, 2020) reveals that students' poor academic performance is essentially related to the ineffective application of teacher teaching methods that affect students' knowledge. Despite English is considered important but most students do not like it for various reasons. This fact is clearly a challenge for teachers in choosing and using learning methods that can engage students actively and more creatively in the learning process as a whole. The effectiveness of teaching methods in student learning has consistently increased substantial interest in educational research thematic areas (Hightower et al., 2011).

According to Slameto, (2010) interest is a sense of preference and attachment to a thing or activity, on the basis of his/her own will or without anyone telling. Students' learning interest is a fundamental element and will be processed in the student's learning activities. It means that the success or failure of achieving the educational objectives depends heavily on the learning process experienced by the student, whether at school, in the home environment or his/her own family. The learning process will achieve the desired results if the teacher has good teaching skills and the student has an interest in receiving lessons given by the teacher (Uno, 2016).

<sup>14</sup> The quality of education, which includes the quality of teaching and teachers; and the effectiveness of the teaching and learning process, is heading towards an improvement process explored through various approaches to teaching practice. It is especially noteworthy because it relates to teacher skills which are usually reflected through what methods are used in teaching. Therefore, teachers must be able to choose and apply effective and creative methods of teaching English that are adapted to the characteristics of students so that they are expected to increase students' interest in learning English. However, what seems today is that there are still many students having low interest in learning.

Many students still think that the lessons delivered by the teacher are not important to learn, because the topics discussed are limited, memorize a lot of material, thus reducing the interest of students in learning. It needs to be understood by a teacher, because at this time the encouragement of a teacher is very important to foster the learning interest of their students. Thus, it becomes an opportunity for teachers to find creative and fun teaching methods to increase students' interest in learning English. This case proves that students' academic performance is strongly influenced by their learning interests.

From the description above, it is noticed that the high level of interest and learning performance of students is inseparable from the way teachers teach.

Based on an experience of teaching practice at MTsN 2 Kota Kediri, researcher observed that the level of students' interest in learning depends on how teachers teach in the class that is able to excite students to learn and it definitely affects their learning result. Students will be enthusiastic if teachers teach in interesting way. It is automatically encouraging students to increase their learning frequency especially in English lesson that students generally dislike because they are considered it unfamiliar. Therefore, the researcher is interested in examining the relationship among teaching method, learning interest, and English academic performance and their impact to one another. Researcher raises a research relates to students' English academic performance of MTsN 2 Kota Kediri and what could affect it. In this research, researcher adopts the title "Teaching Method and Its Impact on English Academic Performance through Learning Interest as A Moderator Variable among The Students' of MTsN 2 Kota Kediri".

## **METHOD**

This research was a quantitative research with descriptive analysis, in which the data were collected through instrument which was able to be measured by using statistical procedure and hypothesis testing. Creswell (2018) defined that quantitative research was a means of objective theories testing by investigating the correlation between variables that could be measured through instruments and analyzed using statistical procedures. Meanwhile descriptive analysis involved describing the results of data for variable through means, standard deviations, and range of scores (Creswell, 2018).

The design of this research adopted a survey method, in which could answer the question about the existence of variables that were analyzed and the purpose of which was to present an overview of the relationship between the variables examined. According to Creswell (2018), survey designs intended as the assistance to answer three types of questions, such as (a) descriptive questions; (b) questions of variable relationships; (c) questions of variable predictive relationships over time which described quantitative description of trends, attitudes, opinions, and tests among population's variables by examining the sample.

## **Population and Sample**

Sampling technique carried in this research was random sampling. Random sampling was a procedure of selecting respondents in which each individual owned an equal probability to be selected from population in quantitative research by guaranteeing the sample who were able to represent the entire population (Creswell, 2018). The populations in this research were the entire 8<sup>th</sup> grade students of MTsN 2 Kota Kediri, totaling 429 students. The calculation indicated the total of samples were 207 respondents which should be the representative samples. It was taken to examine as the data in this research.

In this research, the technique used in calculating the sample size of the population of entire 8th grade students was founded on Slovin's formula with a confidence level of 95% and sampling error of 5% (Kothari cited in Rono, 2018). Based on the calculation of Slovin formula, it is obtained the sample total about 207 samples.

### Data Collection

Process of collecting the data was taken within the specific limit of time that had been set. The teachers assisted in distributing the link of questionnaire then reminding students to fill and quickly collect it. Questionnaire which related to the indicators of each variable was used as the research instrument. Meanwhile, researcher delivered the questionnaire through software, named Google Forms. These software programs facilitated collecting data into organized spreadsheets for data analysis, lowering errors of data entry, and accelerating the hypothesis test.

### Data Analysis

The data of this research was analyzed by using statistical analysis. The data analysis was conducted to simplify the data in the form of numbers (quantitative data). Analyzing data of teaching method, learning interest, and English academic performance were organized by using questionnaire. The significant of questionnaire was analyzed through descriptive analysis, prerequisite analysis (normality, linearity, multicollinearity, and heteroscedasticity test), and inferential analysis (simple and multiple linear regression test).

## RESULTS AND DISCUSSIONS

Results and discussions discover the direct effect and the indirect impact of each variable. It consists of four results among teaching method on English academic performance; learning interest on English academic performance; teaching method on learning interest; and teaching method on English academic performance through learning interest as a moderator variable. The specific results are explained in the following explanation.

### 1. The Effect of Teaching Method on English Academic Performance

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.218 <sup>a</sup>	.048	.043	8.555

a. Predictors: (Constant), X1

Based on Model Summary table, the value of R Square shows 0,048. It means the effect of teaching method has contributions about 4,8% on English academic performance. Meanwhile, the test is influenced by other variables unexamined in this research.

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	32.471	5.989		.000
	X1	.312	.098	.218	.002

a. Dependent Variable: Y

The value of t count is 3,199. T table is measured on  $\alpha = 5\% : 2 = 2,5\%$  in which the significance of test is 0,025 with degree of freedom (df)  $n-2$  or  $207-2 =$



205. Meanwhile, the score of t table is 1,968. It shows that t count > t table or 3,199 > 1,968. From the value, it can be concluded that Ha is accepted. It means teaching method has the significant effect on English academic performance.

The result occurs because the class meeting between the students of MTsN 2 Kota Kediri and their teachers has lacked effective since this pandemic era that causes students are not learning well so it interrupts the teaching and learning process. Since this occurrence does not allow teachers and students to have maximal meetings, teachers had better select the appropriate method that is adjusted with the students' characteristics as well as the situation today in teaching English virtually. Likewise, this case brings teachers to have ineffective teaching practice that influences the course of students' academic performance. This case is supported by Adunola (cited in Isa, 2020) but it contradicts the previous research of Isa (2020).

## 2. The Effect of Learning Interest on English Academic Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 <sup>a</sup>	.420	.417	6.676

a. Predictors: (Constant), X2

Based on the table above, the value of R Square shows 0,420. It means the effect of learning interest has contributions about 42% on English academic performance. Meanwhile, the test is influenced by other variables unexamined in this research.

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	12.011	3.277		.000
	X2	.843	.069	.648	.000

a. Dependent Variable: Y

The value of t count is 12,183. T table is measured on  $\alpha = 5\% : 2 = 2,5\%$  in which the significance of test is 0,025 with degree of freedom (df)  $n-2$  or  $207-2 = 205$ . Meanwhile, the score of t table is 1,968. It shows that t count > t table or 12,183 > 1,968. Based on the value, it can be concluded that Ha is accepted. It means learning interest has the significant effect on English academic performance.

By analyzing the findings, most of 8<sup>th</sup> grade students of MTsN 2 Kota Kediri are largely interested in learning English albeit in the virtual class. It is proven by the data collected through questionnaire that they answer the items based on their own feeling conditions on English. They enthuse attending the English lesson and involve themselves in several activities in the effort of self-development. It may because they have already loved English and considered English as the exciting lesson. Thus, the higher students' interest the better their academic performance and vice versa, because if the students has high interest, they will pleasure to learn something that automatically increases their learning

results. In this case, interest takes the great role that emerges from within students themselves to motivate them in learning so it provides a progress of their academic performance. The research result obtained is supported by Mulyani (2017).

### 3. The Effect of Teaching Method on Learning Interest

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288 <sup>a</sup>	.083	.079	6.457

a. Predictors: (Constant), X1

The value of R Square indicates 0,083. It means that the effect of teaching method has contributions about 8,3% on learning interest. Meanwhile, the test is influenced by other variables unexamined in this research.

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	27.539	4.520		6.092	.000
	X1	.317	.074	.288	4.307	.000

a. Dependent Variable: X2

The value of t count is 4,307. T table is measured on  $\alpha = 5\% : 2 = 2,5\%$  in which the significance of test is 0,025 with degree of freedom (df)  $n-2$  or  $207-2 = 205$ . Meanwhile, the score of t table is 1,968. It shows that  $t \text{ count} > t \text{ table}$  or  $4,307 > 1,968$ . Based on the value, it can be concluded that  $H_a$  is accepted. It means teaching method has the significant effect on learning interest.

In this research, teaching method has small effect on learning interest because most of learning system today is done virtually. Furthermore, it is complex for teachers to apply the methods used. They cannot control and organize students' activities directly so students' learning interest is being uncontrolled. Here, teachers can consistently monitor how students' attitudes in the class to consider their interest in learning via applications platforms used virtually in teaching learning process based on the learning system policy nowadays. It is in line with Kasper (2018).

### 4. The Impact of Teaching Method on English Academic Performance through Learning Interest as a Moderator Variable

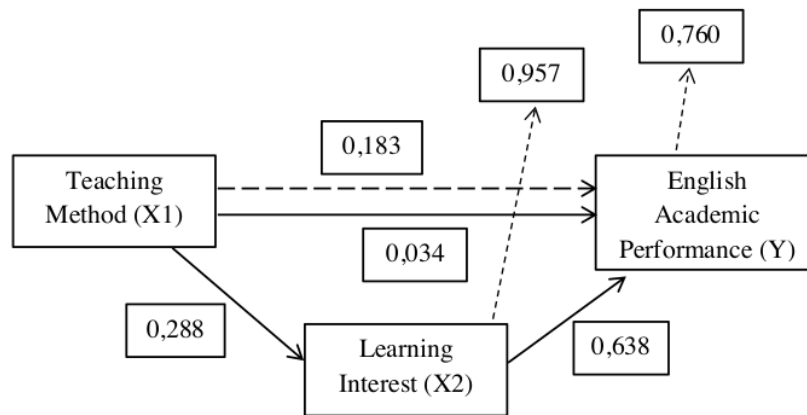
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 <sup>a</sup>	.421	.415	6.686

a. Predictors: (Constant), X2, X1

The value of R Square indicates 0,421. It means that the impact of teaching method through learning interest has contributions about 42,1% on English academic performance. Meanwhile, the test is influenced by other variables unexamined in this research.

The result of the impact of teaching method on English academic performance through learning interest as a moderator variable that is reflected in the following framework.



This hypothesis test is the analysis of the impact of X1 on Y through X2. The result of research indicates that the direct impact of X1 on Y is 0,034, while the indirect impact of X1 on Y through X2 is the multiplication of beta value of X1 on X2 and beta value of X2 on Y ( $0,288 \times 0,638 = 0,183$ ). The total impact of X1 on Y is calculated through the sum of the beta value of direct impact and indirect impact ( $0,034 + 0,183 = 0,217$ ). Based on the result above, the value of direct impact is 0,034 and the value of indirect impact is 0,183. It means that the indirect impact is greater than the direct impact, which indicates X1 through X2 indirectly has the significant impact on Y then the indirect impact is effective.

The result is known that teaching method comes from external factor while learning interest comes from internal factor might impact English academic performance. However, the result of this research notices that students' academic performance always involves internal factors in its great improvement in which between internal and external factors should support each other. Thus, the role of teachers and the pleasure feeling of students are the key of the success of students' achievement. It should be a consideration to always involve both internal and external factors for reaching the success of academic performance in teaching learning process that will bring to the qualified education goal. It is supported by Sauer (2012).

## CONCLUSION

1. Teaching method (X1) partially has the significant effect on English academic performance (Y). It means that  $H_a$  is accepted and  $H_0$  is rejected.



2. Learning interest (X2) partially has the significant effect on English academic performance (Y). It means that Ha is accepted and H0 is rejected.
3. Teaching method (X1) partially has the significant effect on learning interest (X2). It means that Ha is accepted and H0 is rejected.
4. Teaching method (X1) has the indirect significant impact on English academic performance (Y) through learning interest (X2) as a moderator variable in which the indirect impact is greater than the direct impact. Thus, Ha is accepted and H0 is rejected.

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