

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

Erwin Hari Kurniawan¹, Dini Okta Pravitasari²
Islamic University of Kediri, Indonesia
erwin@uniska-kediri.ac.id, dinipravita@gmail.com

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ABSTRACT

This research aims at analyzing the 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. This research adopts a quantitative approach with a survey method to prove those questions. The samples are 207 students who are taken through simple random sampling calculated using the g Slovin formula. The data is analyzed through path analysis. It is used regression tests, 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 more significant than the direct effect in which the effect of the teaching method on English academic performance is considered as the direct effect and the effect of the teaching method on English academic performance through learning interest as a moderator variable is considered as the indirect impact. It is recommended that teachers evaluate their teaching abilities that foster students' learning interest then academic performance automatically increases.

Keywords: Teaching Method, English Academic Performance, Learning Interest, Path Analysis

INTRODUCTION

One of the main decades finding of educational effectiveness research is the teachers' important role in promoting the learning of students (Hanushek, 2011). As a result, investigating the factors related to the quality of teaching that may improve students' performance is progressively becoming interesting research for researchers worldwide. Student 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. As mediators and facilitators, teachers should prepare themselves to plan, implement and evaluate learning.

Over the years, the academic community has explored various approaches to improving the quality of education and the overall learning process (Mazumder

&Ahmed, 2014). Several previous types of research have shown that teaching practices significantly impact students' performance, even though the proof is quite rare and inconclusive concerning identifying the best teaching methods (Cordero & Gil-Izquierdo, 2018). The substantial research on the teaching methods' effectiveness shows that students' performances frequently reflect the quality of teaching as the learning results. In the learning process, the teaching method is one of the supporting mediums that are appropriate and meaningful in improving student learning performance in line with their stage of advancement.

The selection of a teacher's teaching methods dramatically influences the effectiveness of the teaching and learning process. Teachers should implement the best-fit teaching methods with a specific purpose to facilitate the transmitting knowledge process. The primary 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.

Isa et al. (2020) reveal that students' poor academic performance is essentially related to the ineffective application of teacher teaching methods that affect students' knowledge. Even though English is considered necessary, most students do not like it for various reasons. This fact is 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 Syafi'i et al. (2018), interest is a sense of preference and attachment to a thing or activity based on 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 in his/her own family. The learning process will achieve the desired results if the teacher has good teaching skills and the student is interested in receiving lessons given by the teacher (Uno,

2023). While Mulyani et al. (2017) state that students' interest has a significant and positive correlation and indicates a high correlation on their English learning achievement. The purpose of this previous research and this research is alike to find out the relationship between learning interest and English learning achievement.

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 teaching practices. It is especially noteworthy because it relates to teaching skills usually reflected in what methods are used in teaching. Therefore, teachers must be able to choose and apply practical and creative teaching methods adapted to students' characteristics so that they are expected to increase students' interest in learning English. However, today, many students still have a low interest in learning.

Many students still think that the lessons delivered by the teacher are not essential to learn because the topics discussed are limited, memorize much material, thus reducing students' interest in learning. It needs to be understood by a teacher because, at this time, the encouragement of a teacher is significant 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 students' high level of interest and learning performance is inseparable from how teachers teach. Based on an experience of teaching practice at MTsN 2 Kota Kediri, the researchers observed that students' interest in learning depends on how teachers teach in the class, which can excite students to learn, affecting their learning results. Students will be enthusiastic if teachers teach interestingly. It automatically encourages students to increase their learning frequency, especially in English lessons students generally dislike because they consider them unfamiliar. Therefore, the researchers were interested in examining the relationship between teaching method, learning interest, and English academic performance and their impact on one another. The researchers researched students' English academic performance of MTsN 2 Kota Kediri and what could affect it. In this research, the researchers adopt 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 uses quantitative research with descriptive analysis, in which the data were collected through instruments that were measured using statistical procedure and hypothesis testing. Quantitative research, according to (Creswell & Creswell, 2017), is the process of gathering, analyzing, interpreting, and writing the results of a study. In contrast, qualitative research is the data collection, analysis, and report writing approach that differs from standard, quantitative approaches.

Then, this research used a research design by adopting a survey method, which could answer the question about the existence of analyzed variables. The purpose was to present an overview of the relationship between the variables examined. According to Creswell & Creswell (2017), 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.

The sampling technique carried out in this research was random sampling. Random sampling was a procedure of selecting respondents in which each individual owned an equal probability of being selected from the population in quantitative analysis by guaranteeing the sample could represent the entire population (Creswell & Creswell, 2017). The populations in this research were the entire 8th-grade students of MTsN 2 Kota Kediri, 429 students. The calculation indicated that the sample total was 207 respondents, which should be representative samples. It was taken to examine 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 a sampling error of 5% (Kothari, cited in Rono, 2018). Based on the Slovin formula calculation, a total of about 207 samples is obtained.

The data collection process was taken within the specified limit of time that had been set. The teachers assisted in distributing the questionnaire link and then reminding students to fill and quickly collect it. The questionnaire related to each variable's indicators was used as the research instrument. Meanwhile, the

researchers delivered the questionnaire through software named Google Forms. These software programs facilitated collecting data into organized spreadsheets for data analysis, lowering data entry errors, and accelerating the hypothesis test.

The data of this research was analyzed by using statistical analysis. The data analysis was conducted using numbers (quantitative data) to simplify the data. Analyzing data on teaching methods, learning interests, and English academic performance was organized using a questionnaire. The significance of the 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

Table 1. Simple Linear Regression of Teaching Method on English Academic Performance

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.218 ^a	.048	.043	8.555

a. Predictors: (Constant), X1

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

Table 2. Coefficients of Teaching Methods on English Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.471	5.989		5.422	.000
	X1	.312	.098	.218	3.199	.002

a. Dependent Variable: Y

The value of the t count is 3,199. T table is measured on $\alpha = 5\% : 2 = 2,5\%$ in which the test's significance is 0,025 with degree of freedom (df) $n-2$ or $207-2 = 205$. Meanwhile, the score of the t table is 1,968. It shows that $t \text{ count} > t \text{ table}$ or $3,199 > 1,968$. From the value, it can be concluded that H_a is accepted. It means that the teaching method significantly affects English academic performance.

The result occurs because the class meeting between the students of MTsN 2 Kota Kediri and their teachers has lacked effectiveness since this pandemic era which causes students not to learn well, interrupting teaching and the 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 to the students' characteristics and the situation today in teaching English virtually. Likewise, this case brings teachers to have ineffective teaching practice that influences students' academic performance. This case is supported by Adunola, as cited in Isa et al. (2020) but contradicts Isa et al. (2020) in their previous research.

2. The Effect of Learning Interest on English Academic Performance

Table 3. Simple Linear Regression of Learning Interest on English Academic Performance

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.648 ^a	.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 contributes about 42% to English academic performance. Meanwhile, the test is influenced by other variables unexamined in this research.

Table 4. Coefficients of Learning Interest on English Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.011	3.277		3.665	.000
	X2	.843	.069	.648	12.183	.000

a. Dependent Variable: Y

The value of the t count is 12,183. T table is measured on $\alpha = 5\% : 2 = 2,5\%$ in which the test's significance is 0,025 with degree of freedom (df) $n-2$ or $207-2 =$

205. Meanwhile, the score of the 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 H_a is accepted. It means that learning interest has a significant effect on English academic performance.

By analyzing the findings, most 8th-grade students of MTsN 2 Kota Kediri are primarily interested in learning English, albeit in the virtual class. It is proven by the data collected through the questionnaire that they answered the items based on their feelings conditions regarding English. They enthuse attending the English lesson and involve themselves in several activities for self-development. It may be because they already loved English and considered it an exciting lesson. Thus, the higher students' interest, the better their academic performance and vice versa, because if the students have high interest, they will be pleased to learn something that automatically increases their learning results. In this case, interest takes the significant role that emerges from within students themselves to motivate them in learning, providing progress in their academic performance. The research result obtained is supported by Mulyani et al. (2017).

3. The Effect of Teaching Method on Learning Interest

Table 5. Simple Linear Regression of the Effect of Teaching Method on Learning Interest

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.288 ^a	.083	.079	6.457

a. Predictors: (Constant), X1

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

Table 6. Coefficients of the Effect of Teaching Method on Learning Interest

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

a. Dependent Variable: X2

The value of the t count is 4,307. T table is measured on $\alpha = 5\% : 2 = 2,5\%$ in which the test's significance is 0,025 with degree of freedom (df) $n-2$ or $207-2 = 205$. Meanwhile, the score of the 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 the teaching method has a significant effect on learning interest.

In this research, the teaching method has a negligible effect on learning interest because most 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 interests are uncontrolled. Here, teachers can consistently monitor students' attitudes in class to consider their interest in learning via applications platforms used virtually in the 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

Table 7. Multiple Linear Regression of Teaching Method on English Academic Performance

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.649 ^a	.421	.415	6.686

a. Predictors: (Constant), X2, X1

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

Table 8. Coefficients of Teaching Method on English Academic Performance through Learning Interest as a Moderator Variable Model Summary

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	9.622	5.087		1.891	.060
	X1	.049	.080	.034	.615	.539
	X2	.830	.072	.638	11.472	.000

a. Dependent Variable: Y

The table above indicates that the unstandardized coefficient's constant (a) value is 9,622. It means if the value of teaching method and learning interest is 0, thus the value of English academic performance is 9,622. The coefficient regression of teaching method (b) is 0,049, which means if the teaching method increases by one unit, then English academic performance will increase by 0,049 units, with the assumption that other independent variables have a consistent value. While the coefficient regression of learning interest (c) is 0,830, meaning if learning interest increases by one unit, then English academic performance will increase by 0,830 units, assuming that other independent variables have a consistent value.

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

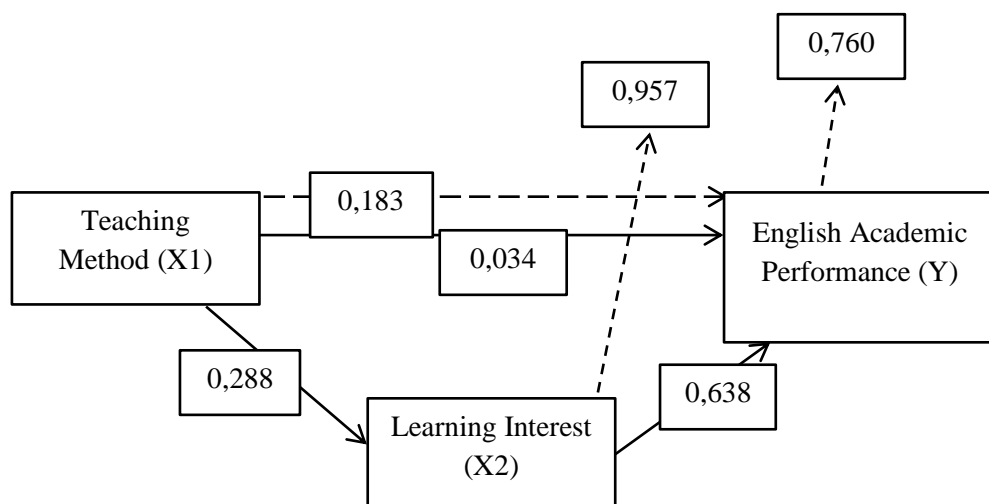


Figure 1. Research Result of X1 on Y through X2

This hypothesis test analyzes the impact of X1 on Y through X2. The result of the research indicates that the direct impact of X1 on Y is 0,034, while the indirect impact of X1 on Y is the multiplication of the beta value of X1 on X2 and the 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 that X1 through X2 indirectly has a significant impact on Y, then the indirect impact is effective.

The result is that the teaching method comes from external factors, while learning interest comes from internal factors that might impact English academic performance. However, this research shows that students' academic performance always involves internal factors in its great improvement significant which internal and external factors should support each other. Thus, the role of teachers and the pleasant feeling of students are the keys to the success of students' achievement. It should always involve internal and external factors for achieving academic performance in the teaching-learning process that will bring the qualified education goal. It is supported by Sauer (2012).

CONCLUSION

Based on the result, it can be concluded that the teaching method significantly affects English academic performance. Then, viewed from the correlation between learning interest and the English academic year, we know that learning interest partially significantly affects English academic performance. When we see the teaching method and learning interest, it can be concluded that the teaching method partially significantly affects learning interest. When we observe the correlation between teaching method to the English academic year through learning interest, it can be concluded that teaching method has a significant indirect impact on English academic performance through learning interest as a moderator variable in which the indirect impact is more significant than the direct impact.

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