

Does Internal and External Factors Matter for Student's English Skill? The Moderating Role of Teaching Style

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Abstract

The rapid advancement of knowledge and technology has made communication more open. This situation provides an excellent opportunity for anyone to compete internationally. One of the ways to compete at the international level is to master English. This study aims to analyze the effect of internal and external motivation on students' English skills. This study used a different approach by using the lecturer's teaching style as a moderating variable. This research was explanatory using a quantitative approach. Data were collected through a questionnaire and used a Likert scale. The sample of this research was second-year students of the Faculty of Economics, Universitas Negeri Yogyakarta. Partial Least Square (PLS) was used as a data analysis technique in this study with the help of Smart PLS software. The results showed that students' internal and external motivation influenced English skills. In addition, this study also confirms that lecturers' teaching style has a direct positive effect on English skills. Furthermore, the lecturer's teaching style indirectly moderates the relationship between self-awareness, personal goal setting, and parental expectations. The dual role of this teaching style proves the importance of the role of a lecturer in student success.

Keywords: Internal factors, external factors, teaching style, English language skills, excellent opportunity

Introduction

The scientific and technological progress era is increasingly rapidly opening up opportunities to communicate internationally (Harmer, 2002). These conditions require the Indonesian people to have competitive competencies to compete in the current era of globalization. One way that can be done to achieve a competitive advantage is by mastering English language skills. English is an international language used to communicate between nations and countries and is always used in communication about important world issues. Mastering English language skills means one step ahead to gain access to information and knowledge that is snowballing. Undeniably, science and knowledge development are still oriented in western countries, which mainly use English.

Harmer (2002) states that English is the most dominant language in the world and is a vital communication tool for entrepreneurs, academics, tourists, and citizens who want to communicate efficiently. To face the rapid development of technology and information as well as globalization, the younger generation needs to be equipped with active English language skills.

The National Education System Law (SISDIKNAS) Number 20 of 2003 article 33 paragraph 3 stipulates that foreign languages can be used as the language of instruction in specific academic units to support students' foreign language skills. Universitas Negeri Yogyakarta (UNY), one of the universities in Indonesia, realizes that students and graduates must master English language skills. Yogyakarta State University implements several policies expected to produce graduates with good English language skills. One example of an approach to support this goal is to make English a general subject in all study programs. The policy requires all students studying various disciplines to continue learning English. These courses are given to students in the first year or second year according to the characteristics of the cuticle of each study program.

In addition, UNY also established a language development and service center (P3B), which is expected to be a place to improve English and other foreign language skills for the UNY academic community and the general public. Another form of policy that is expected to support the English language skills of UNY students is to require every new student to take the ProTEFL English proficiency test. The minimum ProTEFL score limit for diploma students is 400, undergraduate level 425, master level 450, and doctoral level 475. Based on data obtained from P3B UNY, many undergraduate and diploma students have not passed because they failed to achieve the minimum ProTEFL score. A survey conducted at the beginning of this study showed that 52.7% of UNY students admitted that their English proficiency and skills were at the beginner level. In addition, 59.9% of students admitted they were afraid and anxious if they faced the TOEFL/IELTS/similar tests. The more surprising data is that 73.7% of students realize they are scared and not confident when asked to speak English. As many as 53.5% of students admitted that they did not understand the contents of the English text.

In the last few years, UNY has been aggressively seeking to become part of a campus with a world-class university level. The data above is undoubtedly a challenge for UNY. To become a world-class university, student skills in English are an essential aspect that cannot be avoided. Viewed from the other side, English language skills are a requirement to enter the world of work. The results of our research in the previous year showed that many job advertisements were written in English. In addition, last year's research results also showed that English proficiency is a requirement that often appears in job advertisements.

Various factors influence success in learning and mastering English skills. Mahmoudi and Mahmoudi (2015) divide the factors that influence the success of understanding and mastery of English into internal and external factors. Internal factors in the study consisted of motivation, persistence, intelligence, attitude, and social class. External factors consist of parents' expectations and teachers' teaching styles. Ilogu's research (2005) shows that students' English skills improve with the goal-setting theory learning model. Students' skills in setting their goals are directly proportional to the performance of English language skills.

Factors that affect learning skills are also found in several studies. According to Kalaiyaran and Solomon (2016), self-awareness is one way to build oneself in the future, including academic performance. Another study by Nazanin (2016) identified internal and external factors in language learning. Internal factors in this study consist of intelligence, multiple intelligences, perception, self-esteem, and self-efficacy, while external factors involve how teachers motivate students, socio-culture, and socioeconomics.

Ksiazek, et.al (2016) said that Perceived Organizational Support (POS) is an essential concept in organizations such as universities because POS is one of the keys to organizational success in achieving goals. Therefore, lecturers need to support their students, build open communication, convey the university's ethical values, and convey the university's goals. If students feel supported by lecturers, it will generate student confidence in the university. According to Menesini et al. (2018), competition is relevant between students and themselves in increasing task completion, which leads to learning success. Competition with oneself affects rising academic achievement.

Based on the problem description above, the researchers tried to analyze the factors that affect students' English skills. Researchers will focus on internal and external factors that influence students' English skills, with the lecturer's teaching style as a moderating variable.

Method

This type of research is explanatory using a quantitative approach. Data were collected through a questionnaire using a Likert scale. The sample of this research is the second-year students of the Faculty of Economics, UNY. This study used the PLS (Partial Least Square) analysis method to analyze the data and hypotheses with the help of Smart PLS software. The PLS analysis method is an analysis with similar usability characteristics to SEM but is based on variance. The use of PLS in this study is based on several reasons. First, PLS is an analytical method currently widely used in various scientific journals. Second, PLS is a method that was created to overcome the weaknesses that exist in SEM, such as a large sample size but weak variable relationship theory and complicated variable relationships but small sample sizes. Third, PLS does not require the data to be normally distributed (Ghozali, 2008). Fourth, it can be used to analyze reflective and formative constructs (Achjari, 2004). Fifth, according to Sholihin and Ratmono (2013), PLS is a very appropriate method if used for explanatory research or theory expansion.

Result and Discussion

The questionnaires distributed in this study amounted to 255 questionnaires. Questionnaires were distributed to students of the Faculty of Economics, Yogyakarta State University, with the criteria of students in the third year being respondents. The collected data is then processed using smartPLS software. The value of convergent validity is seen from the value of Average Variance Extracted (AVE). Each construct must have a value > 0.5 . According to Fornell and Larcker (1981), the AVE value is allowed < 0.5 if the Composite Reliability (CR) value is more than 0.6. Based on the results of data processing, the statement on each research variable is declared valid. Table 1. shows that the statements on each research variable are declared valid. Furthermore, the hypothesis testing results are presented in Table 2.

Table 1. Composite Reliability dan Nilai AVE

	Composite Reliability	Average Variance Extracted (AVE)
Competition (X6)	0.909	0.590
English Skill (Y)	0.812	0.424
Moderating Effect 1 (SE \times Z)	1.000	1.000
Moderating Effect 2 (SA \times Z)	1.000	1.000
Moderating Effect 3 (PGS \times Z)	1.000	1.000
Moderating Effect 4 (PO \times Z)	1.000	1.000
Moderating Effect 5 (POS \times Z)	1.000	1.000
Moderating Effect 6 (CxZ)	1.000	1.000
Parental Expectation (X4)	0.895	0.518
Perceived Organization Support (X5)	0.858	0.603
Personal Goal Setting (X3)	0.951	0.550
Self Awareness (X2)	0.913	0.512
Self Efficacy (X1)	0.926	0.532
Teaching Style (Z)	0.941	0.553

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Hipotesis
Self Efficacy (X1) -> English Skill (Y)	0.145	1.705	0.047	H1 Diterima
Self Awareness (X2) -> English Skill (Y)	0.242	2.904	0.003	H2 Diterima
Personal Goal Setting (X3) -> English Skill (Y)	0.157	1.891	0.032	H3 Diterima
Perceived Organization Support (X5) -> English Skill (Y)	0.149	2.137	0.019	H4 Diterima
Competition (X6) -> English Skill (Y)	0.211	2.841	0.003	H5 Diterima
Parental Expectation (X4) -> English Skill (Y)	0.117	1.679	0.050	H6 Diterima
Moderating Effect 1 (SE \times Z) -> English Skill (Y)	0.045	0.494	0.312	H7 Ditolak
Moderating Effect 2 (SA \times Z) -> English Skill (Y)	0.204	2.665	0.005	H8 Diterima
Moderating Effect 3 (PGS \times Z) -> English Skill (Y)	0.197	2.191	0.017	H9 Diterima
Moderating Effect 5 (POS \times Z) -> English Skill (Y)	0.088	0.992	0.163	H10 Ditolak
Moderating Effect 6 (CxZ) -> English Skill (Y)	0.044	0.485	0.315	H11 Ditolak
Moderating Effect 4 (PO \times Z) -> English Skill (Y)	0.146	1.915	0.031	H12 Diterima
Teaching Style (Z) -> English Skill (Y)	0.202	3.227	0.001	Diterima

Self-efficacy can be interpreted as students' confidence in their abilities. This study proves that self-efficacy has a positive effect on English language skills. That is, the greater the self-efficacy possessed by students, the greater the possibility of obtaining good learning outcomes, including in English. Students with high self-efficacy will have high confidence in their ability to achieve goals and help them put more effort into achieving them. It makes them more prepared to face challenges and complex tasks when compared to students with low self-efficacy. Previous research on self-efficacy shows that high self-confidence will make a person more resistant and more able to deal with pressure and try harder to achieve goals (Utami and Alwisol, 2013). In the academic world, high self-efficacy makes students more resistant to stress and fear not being able to get good grades.

In addition to self-efficacy, self-awareness has been shown to affect English skills positively. Thus, students will be more likely to get good learning outcomes with high self-awareness. Self-awareness enables people to identify their weaknesses and strengths that will affect their performance. In academic situations, students who can understand themselves will make them know more about how to learn, which is the most critical component in a student's success. In addition, high self-awareness allows people to balance workload with their personal life to build themselves for their future, including in the academic field. Self-knowledge makes it easy for someone to cope with the pressure they receive. The results of previous research on self-awareness stated that emotional health is a crucial element in effective learning (Johnson et al., 2009). Similar results were also

obtained from research by Kalaiyaasan and Solomon (2016), which stated that self-awareness enables a person to determine his priorities, including achievement in the academic field. That is, the self-awareness possessed by students makes them know what they need most so that they can minimize self-stress and focus more on achieving their goals, including academic achievement in English language acquisition.

Personal goal setting, one of the internal motivations, is also proven to influence English language skills positively. Personal goal setting can be interpreted as something someone wants to achieve, including performance standards. In the academic world, the performance in question is student performance which is defined as scores, grades, or skills. This study validates the effect of personal goal setting on English language skills. It shows that someone who has set goals to be achieved will be more likely to succeed. In an academic context, students who set clear goals are more likely to succeed than students who do not set clear goals, such as wanting to master a specific skill or GPA. Clear goals can reduce stress caused by many goals that may be contradictory and make students more focused on achieving goals. In addition, clear goals make students more enthusiastic and will consciously change their behavior and actions. Therefore, students with personal goal setting will be more likely to succeed in the academic field. It is in line with the results of research conducted by Morisano et al. (2010), which states that a person will be willing to spend more energy and effort so that the main goal is achieved rather than considering goals less critical.

The results of this study also show that Perceived Organizational Support (POS) positively affects English skills. Perceived Organizational Support (POS) can be interpreted as a form of organizational support that is felt by a person and provides a psychological effect so that it can influence attitudes and behavior. In education, POS is defined as a form of university support that provides an effective learning environment that allows students to study actively and think creatively. Students with high POS will be happier to come to campus because they believe they will meet good friends and get complete facilities to help them study. Students with high POS will also better capture the information provided to get good grades in class. Prianti (2018) says that if students have a good picture of the school, such as comfortable classes, adequate facilities, friendly and quality teachers, and good friends, then this will make students more able to think productively.

In line with internal motivation, external motivation also significantly influences English language skills. From the results of the study, parental expectation has a positive influence on English proficiency. Parental expectation (parental expectations) can be interpreted as the wishes or demands of parents for their children that give children a sense of responsibility for their behavior. The form of parental expectations can be in the form of the desire of children to be more responsible for their academic achievements, parental supervision in achieving accomplishments, and applying discipline to children to earn achievements. Several studies have stated that parents' expectations of their children are associated with parental requests for their children to be mature, disciplined, and have academic achievements. Children with high parental expectations will make them more successful, including in the educational field. It is because children with high parental expectations are more accustomed to being always required to be responsible for their attitudes, behavior, and academic achievements when compared to children whose parents' expectations are low. Parents' expectations also make children more disciplined and tend to be perfectionists, which makes children more motivated to achieve academic achievement. It follows the results of research from Jayanti and Widayat (2014), which states that parental expectations will lead to a child's perfectionist attitude so that children tend to be hungry for achievement.

Competition has been shown to have a positive effect on English language skills. In this study, what is meant by competition is the atmosphere of competition that exists among students. University is a place where students strive to be superior. Students compete and compete to get the best achievement. In this case, the competitive atmosphere is an important thing that can inspire students to try harder to achieve the goal of becoming a winner in the competition to perform better. A high atmosphere of competition between students also makes students more able to control their learning and adjust to the tasks given by the lecturer. In the case of skills in English, the atmosphere of high competition in the classroom, such as in English classes, makes students more motivated to be the best in the class so that students will strive to master skills related to English. Previous research on the relationship between competition and achievement has shown that a highly competitive atmosphere, either against oneself or with friends, makes a person always want to be the best and always compare what has been achieved by oneself with what has been achieved by others (Ahlin, 2003).

This study also validates the moderating role of teaching style between internal motivation, such as self-awareness, personal goal setting, and English language skills. Teaching style as a conceptual model used by teachers in the learning process to direct students' actions and ways of thinking can be a supporting factor for a person's attributes as a source of inner driving energy (Suparno et al., 2006). Teaching style can encourage the positive influence of students' self-awareness on English language skills by strengthening self-understanding of the meaning of learning so that students perceive learning as a fun thing and a self-need to become a better person. The results of the study by Grasha (2002) stated that teaching style is a way for teachers to help their students form an understanding of the meaning of learning by creating an ideal learning climate and fostering student learning motivation. In addition, the teaching style also encourages the positive influence of personal goal setting on English language skills by strengthening the motivation in students for the need for achievement in the academic field through guidance and direction in learning. Suparno et al. (2006) say that educators with teaching styles who can foster motivation in students to achieve academic achievement are needed.

From the results of this study, it can also be seen that teaching style has a moderating role between parental expectation

and English language skills. Teaching style strengthens the positive influence of parental expectations on students' English skills by enhancing parents' expectations for their children to excel academically. The teaching style of lecturers who prioritizes students' freedom to make choices in the learning process will foster self-confidence and creativity in their students. The positive attitude that is formed in students will make parents increasingly have high expectations of their children's abilities and academic achievements. Jannah (2015) said that the active role of teachers in schools would strengthen parents' expectations of their children's academic achievement because parents believe that one component of formal education institutions that determines the success of the learning process is the teacher.

Despite the findings in this study, the hypothesis that teaching style moderates the relationship between self-efficacy, competition, and Perceived Organizational Support (POS) with English language skills is not supported. Previous research on the teaching style of educators showed inconsistent results (Gea, 2013). We believe several situational factors can influence this during the learning process, such as high student expectations for English language skills. However, teaching staff (lecturers) in Indonesia are still categorized as poor. There are still many teachers who are still confused about how to teach English skills. Many lecturers still don't have much experience in teaching, and it will be difficult if they are forced to implement varied teaching styles in the classroom. So that students' perceptions are formed about the ability of lecturers who are less qualified. In addition, the teaching style from one person to another is also different. Many students think that the teaching method or teaching style of educators in many educational institutions is tedious, resulting in students being lazy to follow the learning process and even wanting to go home quickly (Gea, 2013). The teaching style of the lecturers who are considered boring by students results in the absorption of material by students being less than optimal.

Regarding the hypothesis that teaching style does not moderate the relationship between competition and English skills, we argue that students feel less motivated to improve their English skills. It is because lecturers give more theoretical assignments and give students less experience in speaking English. The results of previous research indicate that students think that teaching staff who cannot turn on the atmosphere of competition between students are one of the reasons for the poor student learning outcomes, including students' English skills (Gea, 2013). In addition, the ability of lecturers who are considered less qualified also encourages students' perceptions that universities or educational institutions do not support the achievement of better student achievement, especially in terms of English language skills. Based on the results of data analysis in this study, it was found that both students' internal and external motivation was proven to improve learning achievement, including English language skills. Therefore, to improve student achievement, it is necessary to pay attention to the factors that can drive students' internal and external motivation.

Apart from the hypotheses tested in this study, the researchers found that the lecturers' teaching style directly influenced the student's English skills. It means that the better the teaching methods the lecturer provides during the learning process, the easier the students will accept the material. They are more likely to get good learning outcomes, including their skills in English. A good lecturer's teaching style is attractive and liked by students, including how the lecturer motivates his students, organizes classes, and communicates between lecturers and students. Research conducted by Triumiana and Sumadi (2016) shows that teachers who can adapt learning models, methods, and strategies to the material and conditions of their students, will make their students respond well to teaching styles so that they can improve their learning achievement. Therefore, to improve student achievement, educational institutions need to choose competent resources not only for mastering knowledge but also in terms of interaction and communication.

Conclusion and Suggestion

This study improves references and empirical literature on students' English skills by proposing internal and external motivational approaches. Students' internal and external motivations are proven to influence students' English skills. There are three main findings in this study. First, students' internal and external motivations are proven to affect English language skills significantly. In other words, students' internal and external motivations are fundamental to getting the desired learning outcomes or improving their learning achievement. Second, teaching style has a direct positive influence on English language skills. Third, teaching style indirectly moderates the relationship between self-awareness, personal goal setting, and parental expectations. The dual role of this teaching style proves the importance of a lecturer's role in the success of his students. In addition, the results of this study also expand the reference as a complement to the effects of previous studies by investigating the process of achieving learning outcomes. Student learning achievement is a long process involving all aspects that exist within students and those in the student environment.

Emphasizing the moderating role of teaching styles on the relationship between self-efficacy, competition, and Perceived Organizational Support (POS) with unsupported English language skills, universities need to conduct a strict selection of teaching staff, especially in the field of English. Two things need to be considered by the university in selecting lecturers. First, the capital of qualified English language ability is the essential thing that needs to be considered by the university. It is because the lecturers' good English skills will increase students' enthusiasm to develop their English skills. Second, universities need to pay attention to the social interaction skills of lecturers. Situation analysis and good communication skills from lecturers will impact student success.

The limitation of this study is the possibility of some answers from the questionnaire being biased. In addition, other factors

that may affect students' English skills were not investigated. The existence of other situational factors can cause differences in the results of this study from other studies. Factors that may influence research results include university culture, personal characteristics of both students and lecturers, or different student learning behaviors. Other factors affecting students' English skills can be considered for further research.

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