

Teachers' Leadership and Students' Motivation to Learn English

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ABSTRAK

Abstract: Teacher leadership is a leadership attitude shown by the teachers involving idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This study is conducted to investigate the relationship between teacher leadership and students' motivation to learn English. By knowing the association between these variables, English teachers will be able to strategize in conducting the learning process in class to motivate their students. If students are motivated in learning English, then their performance and achievement might increase too. The design of the study is correlational. The relationship is determined by correlating scores from two questionnaires given to the students. The result indicated that there is a positive moderate relationship between teacher leadership and students' motivation in learning English. The correlation coefficient is 0.342. It means that the higher the degree of teachers' leadership, the higher the students' motivation. In contrast, when the teachers have low degree of leadership, the students will gradually lose their motivation. In conclusion, the result of this study has shown that there is a significant relation between teachers' leadership and students' motivation.

Abstrak: Kepemimpinan seorang guru dalam melakukan pembelajaran di dalam kelas dapat dilihat melalui beberapa hal, yaitu *idealized influence*, *inspirational motivation*, *intellectual stimulation*, dan *individualized consideration*. Penelitian ini dilakukan untuk menginvestigasi hubungan antara kepemimpinan guru dengan motivasi siswa dalam belajar Bahasa Inggris. Dengan mengetahui hubungan antar dua variabel ini, guru dapat mengatur strategi lebih baik dalam melakukan proses belajar di kelas. Hasil penelitian mengindikasikan adanya hubungan positif yang sedang antara kepemimpinan guru dengan motivasi siswa dalam belajar bahasa Inggris. Koefisien korelasinya adalah 0.342. Hal ini berarti semakin tinggi kualitas kepemimpinan guru, semakin baik pula motivasi siswa dalam mempelajari Bahasa Inggris. Begitu pula jika guru mempunyai kualitas kepemimpinan yang rendah, maka besar kemungkinan bahwa lambat laun siswa akan kehilangan motivasi dalam belajar Bahasa Inggris. Kesimpulannya, kepemimpinan guru mempunyai hubungan yang signifikan dengan motivasi siswa dalam belajar bahasa Inggris.

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Teachers' leadership has received less attention in the field of education compared to teachers' perception or teachers' self-efficacy. More and more interest into the discussion of teachers' leadership arises nowadays because of the high expectation and responsibilities for the need of good quality of teachers and education especially in English language. Teaching English as a Foreign Language in Indonesia still faces a continuous challenge until this day. Though Indonesian Ministry of Education and Culture has introduced several changes in the national curriculum for the past few years, it is not enough to enhance the quality of English education in Indonesia. There are several factors that hinder an ideal English teaching situation towards a better English performance in Indonesia. It is widely known that large class size, insufficient learning materials, unknown students' needs and motivation, and inadequate level of proficiency, might influence the success of English teaching (Yulia, 2013). This is supported by the finding of a study that says beginner English teachers are mostly having difficulties in planning, implementing a lesson, applying motivating learning strategies and assessment procedure, managing classroom and using English as language or instruction (Widiati, Suryati, & Hayati, 2018). Though the subjects in their study are novice teachers, the challenge that they face is commonly found in experienced English teachers in the field also, especially teachers in remote areas.

To advance the quality of students, it needs to emphasize more on teachers' quality and teacher leadership, because in fact, teaching is more than being in a classroom but also professionally affects the quality of learning and students' attitude (Hunzicker, 2019). Moreover, teacher leadership might improve teaching diversity at schools, achieve schools' vision and mission, develop activities and experiences of teachers and support any improvement made at school (Smylie & Eckert, 2018). Other study states that by understanding about organization behavior and development, which refers to school or classroom as organization, leads to more active involvement of individuals and results in the need of recognition of teachers' leadership (Colquitt, Lepine, & Wesson, 2015). It means that by understanding teachers' leadership, it also means learning about how teachers' should behave personally and professionally.

It is believed that teachers' quality affects the excellence of teaching and learning in English class. In Indonesia, qualified and competent teachers are measured based on four competencies; pedagogical competence, social competence, professional competence and personal competence. Among these four competencies, personal competence is the most important as it shows how a teacher should behave and be role model in classroom (Anugerahwati & Saukah, 2010). Teachers with personal competence show eagerness, love and enthusiasm which are reflected in their daily behaviors. They present themselves as someone who are committed, responsible, motivated, hopeful and take pride in their profession (Anugerahwati & Saukah, 2010). Social competence is also deemed as important factor in the success of a learning process. Teachers with social competence tend to share their knowledge and experience to their colleagues or other member of the society which affect them in teaching learning process (Anugerahwati & Saukah, 2010). However, it should be admitted that being a qualified and competent English teacher as mentioned above is not easy.

It is mentioned in study by Anugerahwati and Saukah (2010) that students prefer to see how their teachers behave in their class before fully trust the teachers' knowledge on the subject. It is also said that ideally competent teachers have a good relationship with people around them. Thus, teachers need to be regularly interacted and built their rapport with the students and society to be viewed as teachers with good personal and social competence (Anugerahwati & Saukah, 2010). A competent teacher is known to be able to make a difference between a high achiever student and low achiever student as well as influence those around them. This emphasizes that teachers' behavior is indeed impact people around them, within and outside the classroom and beyond. This supports a statement.

It that says teachers should be in front of their students. Harmer (2015) says that being qualified English teachers means being prepared to have several roles; as controller, as prompter, as participant, as resource and as tutor. Although these roles are interchangeable based on the needs, the implementation on when and how to carry out the roles for the improved educational practice in English class is in the teachers' hand (Harmer, 2015). To be able to decide what and how to take part in the students' success in learning, teachers ought to act accordingly and as needed by the situation to show the best attitude of competent teachers and to be the students' role model.

This is where teachers' leadership take part. As York-barrand Duke (2004) mention that 'teacher leadership is a process by which teachers, individually and collectively, influence their colleagues, principals and other member of school communities to improve teaching and learning practices with the aim of increased student learning and achievement'. Teacher leadership is also defined as a set of behavior to influence students during their activities, within and outside the classroom and beyond (York-barr & Duke, 2004). In other words, the concept of teachers' leadership supports the view of teachers' personal competence and social competence that Indonesian teachers should possess.

There are kinds of leadership style and behavior, like transactional leadership and transformational leadership. Leadership behavior that becomes the focus of this study is called transformational leadership. In the classroom environment context, transformational leadership is applied to improve the classroom situation, as well as to show how does it relate with traditional learning outcomes like motivation, communication satisfaction, and students' participation and perception (Bolkan et al., 2011). It is a mixed of behaviors such as the ability to inspire, to work with others individually and to encourage creative problem solving (Piccolo et al., 2019). It is also related to motivation and the impact to organization behavior like satisfaction and performance (Colquitt et al., 2015). In addition, transformational leaders instruct and inspire others by enunciating a vision that raises awareness and understanding the importance of values, mission and outcomes. It often focuses on a set of behaviors that involved developing, sharing and sustaining vision (Jensen & Bro, 2018). Thus, transformational leadership is seen as the most ideal style and behavior leadership because its interrelation with other factors.

Colquit et.al (2015) explained that transformational leadership is seen as a motivational approach to leadership. There are various approaches to leadership based on how its activeness and passiveness, and eventually how effective they used to be. The lowest called Laissez-faire leadership, means to avoid the leadership altogether, especially when important issue arise. It doesn't show any motivation for those who are being led, and more importantly tasks are delayed, and responsibility is ignored. Next is transactional leadership which also called as carrot and stick approach as the leaders provide stick to give rewards (carrot) based on the performance. It motivates others, and some proves to be effective though sometimes it harms them when passive management by exception is applied; it means the leader wait around for mistakes and correct it immediately. The last one is transformational leadership and by far, the most effective and universally accepted approach. One of the reasons is because it emphasizes values like idealism and virtue that are endorsed in almost all countries (Bass & Riggio, 2006).

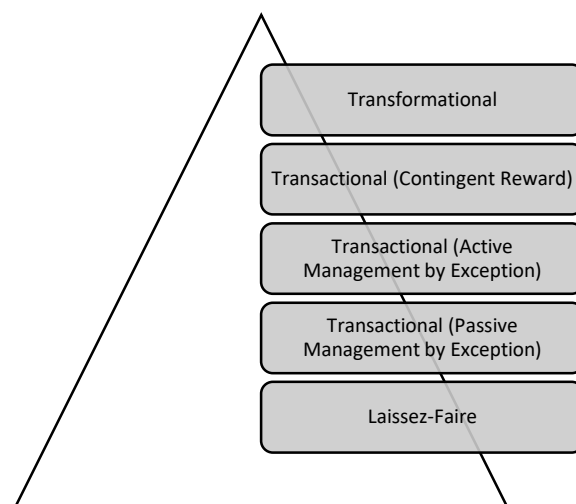


Figure 1. Hierarchy of Leadership Styles

Transformational leadership tend to raise others performance and motivation. They feel stronger sense of psychological empowerment, feel more confident and set more demanding goals for themselves. In addition, it creates optimism and eventually easier to be committed in tasks. In transformational leadership, there are specific kinds of actions and behaviors. The full spectrum can be summarized in four dimensions: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Colquitt, Lepine, & Wesson, 2015).

Idealized Influence can be described as behaving in ways that earn the admiration, trust and respect because the behavior leads them to believe in their goals, vision and mission. Inspirational Motivation can be described as attitude that encourage enthusiasm and commitment of shared vision of the future. This vision is found through meaning-making process where negative features are emphasized, and positive features are highlighted (Bass & Riggio, 2006). Meanwhile, Intellectual Stimulation is behavior that challenge others to be innovative and creative by questioning assumptions and reframing old situation in new looks (Bass & Riggio, 2006). It makes others to look and redefine on the same problems from various angles. As for Individualized Consideration, it means ways to help others achieve their potential through coaching, development, and mentoring (Bass & Riggio, 2006). It represents treating others' uniqueness, specific needs and aspiration as it should be.

Based on various discussion above about teachers' quality, teachers' competence and teachers' leadership, it suggests that teachers hold an important and irreplaceable role in the teaching and learning setting. A qualified and competent teacher should possess certain behaviors to be considered as role model. These behaviors lead to the ideas of teachers as transformational leaders. This present study is developed based on the Integrative Model of Organizational Behavior framework where it identifies the possible relations between teachers' leadership (styles and behaviors) and other factors such as satisfaction, stress, motivation, trust, justice and ethnics, also learning and discussion making (Colquitt, Lepine, & Wesson 2015). Though all these factors are important to be explored further, this study only discusses about motivation factor.

It is generally known that in English as foreign language class, plenty of factors – including learning strategies, learning style, self-efficacy, anxiety, stress, attitude, reasoning ability, epistemological beliefs and motivation – may contribute to the quality of students' performance (Brown, 2014). It is supported with a statement that says aside from intelligence different kinds of motivation is strongly contributed to the prediction of achievement (Steinmayr & Spinath, 2009). Among these factors, the discussion of motivation still draws interest of many researchers because its complex interrelationship with other factors that contribute to students' motivation still need to be researched more (Bower, 2019). However, what makes students motivated or not motivated are still debatable and worth to be discussed further. This is problematic, since one of the objectives of learning English is to have a better performance/proficiency in spoken or written English. This objective will not be achieved if the cause of the students' motivation in learning English keeps evolving in response to global challenges these days and makes it more difficult to catch up. Thus, it is high time to understand what triggers students' motivation and how motivation relates to other factors.

Motivation is an internal drive which pushes someone to do something as a part of their objectives or goals. Major theories of motivation like Expectancy Theory of Vroom and Goal Setting Theory of Locke and Latham explained that motivation means how an effort to achieve goals is directed, how the effort is intensified and how someone is persisted to achieve it (Colquitt, Lepine, & Wesson, 2015). Brown (2014) mentions three views of motivation. First is behavioristic, in which motivation is about reward, desire to receive, positive reinforcement and external forces to control. Meanwhile in cognitive, the second view, motivation is driven by basic human needs, the degree of the effort and internal forces in control. The last view is constructivist with motivation as social context and community. Based on constructivist view, each person is

motivated differently, and mostly derived from interaction with others as well as from within. He adds that motivation can be conditional, and these three views are interrelated; students are motivated to learn because of the reward, they need to explore possibilities while learning, and they do it based on their own way of learning (Brown, 2014).

These past decades, number of studies have steadily investigated about students' motivation which conclude that highly motivated students tend to perform better than less motivated students (Bolkan et al., 2016; Bower, 2019; Smit et al., 2014). This statement is supported by other studies that said lack of motivation has led to the poor performance of the students, disengagement of school, low rate of graduation and the success level of the career (Anderson et al., 2019; Pagani et al., 2009; Spinath et al., 2006). Based on all studies about motivation and its effect to students, Colquit et.al (2015) concluded that motivation is determined based on (1) Direction of Effort, which means what we are going to do (2) Intensity of Effort, which means how hard we are going to work on it and (3) Persistence of Effort, which means how long we are going to work on it.

As stated by Harmer (2015) that there are external sources of motivation including the people around, the society, the goals and the curiosity. As a part of the external sources, teachers have a powerful effect on how to make students motivated and remained motivated. There are five basic stages according to Harmer (2015); (1) affect or the students' feeling, which is also related to teachers' personality, (2) achievement or set of challenges to allow them success with certain amount of effort, (3) attitude or the confidence in the professional skill, (4) activities or engage and enjoy the learning process, and lastly (5) agency, or being responsible in learning and making decision. Thus, the role of teachers during learning activities is as important as the subject itself.

Research on teacher leadership is usually focused on the leadership position and how they interact with colleagues and principals. However, a study found that teacher leadership influence students' motivation by exploring the environment that fosters their motivation (Öqvist & Malmström, 2016). Their qualitative study concludes that teachers with low developmental leadership will cause low students' motivation and eventually, poor students' performance.

Links between teachers' leadership dan students' motivation were documented in different occasion. In a previous study, it is proved that teachers' behaviour might be associated with the students' motivation (Schiefele & Schaffner, 2015), meanwhile it is also mentioned that motivation was closely related to how teacher interact with the students (Klassen et al., 2011). Other prior study investigated that teachers were able to influence students' motivation through the use of intellectually stimulating behavior, like challenge them with questions, then automatically students would be intrigued to keep on thinking and approach their learning differently (Bolkan et al., 2011b). Meanwhile, it is found that teachers who supported their students by creating affective learning environments, successfully led the students to be motivated and promoted them to show more positive emotion and behavior (Sakiz . In addition, it is also mentioned that to be teacher leaders, teachers must be reflective, open minded, encouraging and supporting, because it would positively affect their community, including the students (Greenier & Whitehead, 2016). Based on these studies, teachers' leadership is indeed significantly and positively affected students' attitude and achievement. Previous study states the idea that the success of students sometimes is also seen from how the teacher interact with the students (Sparks, 2019). This emphasizes that teacher leadership may bring a difference in students' level of motivation.

In relation to the study of teachers' leadership and students' motivation (Öqvist & Malmström, 2016; Schiefele & Schaffner, 2015), the former studies have more differences than similarities with the present study. Based on the latest study of Öqvist and Malmstrong (2016), this present study is written to explore relationship between teachers' leadership and students' motivation in more comprehensive way. This present study is different from Öqvist and Malmstrong's (2016) study in several ways; as stated in the result of their qualitative study that teacher with high degree of developmental leadership create an environment that enhance the students' motivation. However, their study did not show detail explanation of the elements of motivation. Also, previous study indicated that a larger sample of educational setting is needed to test their findings as their sample was less about 35 subjects. In addition, former study by Öqvist and Malmstrong (2016) was built on the path-goal leadership theory and the concept of developmental leadership, meanwhile this present study is built on Integrative Model of Organizational Behavior with the concept of transformational leadership which specifically explore English classroom settings.

As reviewed, current evidence has pointed out that teachers' leadership role is crucial in its relationship with students' motivation to learn English. However, the previous study conducted by Öqvist and Malmstrong (2016) indicated that the relationship between teachers' leadership and students' motivation still needs to be explored further. It does not specifically give empirical relationship evidence between dimensions of teachers' leadership and students' motivation, also more importantly, it does not particularly related to English class setting. Thus, more research is needed to gain a better picture based on other framework of teachers' leadership and students' motivation on how actually teachers' leadership correlate to students' motivation to English by using more powerful and thorough correlation analysis. From the background presented, the research questions to be answered in this study is "How does teachers' leadership relate to students' motivation to learn English?"

METHOD

This study established correlational relationship. It aimed to determine whether teachers' leadership relate to students' motivation to learn English. The sample of this study were grade 11 students of SMAN 1 Menyuke, West Kalimantan, SMAN 1 Palembang, South Sumatera and SMAN 1 Kintamani, Bali who learn English in their school as compulsory subjects in National Curriculum. These three schools were chosen because since 2017 Lighthouse School Program (LSP), a school development

program initiated by Putera Sampoerna Foundation, implemented in the schools. The program actively involved English teachers and their students in various English improvement activities, such as English Month, Exhibition, Conversation Club and others. Although geographically the schools are in three different areas, based on the similar exposure in terms of teacher training and coaching mentoring as a part of Lighthouse School Program that they have experienced since 2017, the schools were picked as the samples of the study.

There were two questionnaires used to measure the two variables - teachers' leadership and students' motivation. These questionnaires were constructed based on dimensions of teachers' leadership and motivation to learn English in Integrative Model of Organizational Behavior of Colquit et.al. (2015). In the model, teachers' leadership (style and behavior) is one of four other items in group mechanisms, meanwhile motivation is one of five other items in individual mechanisms.

The questionnaires were close-ended, using a 4-point Likert-type rating scale from strongly disagree (1) to strongly agree (4) in teacher leadership questionnaire, and from never (1) to always (4) in students' motivation questionnaire. The scales were divided into 3 because the results of these questionnaire were categorized as low/weak, moderate and high/strong. It was indicated by 1.00—1.99 as low/weak, 2.00—2.99 as moderate and 3.00—4.00 as high/strong. The primary objective of the study was to determine whether teachers' leadership related to students' motivation in learning English, score of each student was correlated using Pearson r correlation or Pearson correlation coefficient. It is to measure the strength of a linear association between two variables and is denoted by r . The Pearson correlation coefficient, r , can take range of values from +1 to -1. A value of 0 indicates that there is no association between two variables. A value greater than 0 indicates positive association, while a value less than 0 indicates a negative association. Regarding the strength of the relationship, the range of a figure between 0—0.25 means very low relationship, while 0.25—0.5 means moderate relationship and 0.5—0.75 represents strong relationship. For 0.75—0.99 it means very strong relationship and lastly, 1 means perfect correlation.

FINDINGS

The result of the teachers' leadership questionnaire revealed that among 167 participants, 124 students (74%) saw their teachers to have a strong leadership quality in and outside of the classroom, while 43 (26%) of them saw it as moderate leadership. It meant that most students considered their teachers as role model who helped them to construct goals, could motivate them, supported their intellectuality and considered them as a unique individual. It was supported by the fact that Individual Consideration had the highest average; 3.40 of 4. Most students in this study saw their teachers as someone who treated them accordingly based on their specific needs and aspirations. They agreed that during and outside class activities, their teachers helped them in achieving their potential and developing their strength through extra activities or extra mentoring sessions. The other three dimensions; Idealized Influence, Inspirational Motivation and Intellectual Stimulation have an average of 3.37, 3.18 and 3.29 out of 4, respectively.

Based on the students' motivation in learning English questionnaire, it was concluded that the results spread out in three categories; low, moderate and high motivation. From 167 participants, 5% of them (8 students) were having low motivation, while only 34% of them (56 students) was considered to have high motivation. The rest, 62% (103 students) was having moderate level of motivation. It means, most students feel motivated to learn English but their action to show how motivated they are only reflected on certain situation; like how hard they are going to work on learning English or how long they are going to work on it.

There were three dimensions being measured in motivation to learn English: Direction of Effort, Intensity of Effort and Persistence of Effort. The average result from Direction of Effort was 2.67 out of 4, which is considered as moderate range. The questions in this dimension were mostly about the action that the students take in learning English, for example how they were looking for information, or collecting books and songs to learn English. Meanwhile in Intensity of Effort, the questions revolved around the action they would willingly take in learning English, like working on the task or studying independently. The average for this dimension was 3.21 out of 4, which is considered as high range. It was seen from this result that the students were showing their hard work and effort in learning English in their school. However, in the last dimension, Persistence of Effort, the average score was rather low, 2.64 of 4. The students' tenacity in learning English was measured through questions on how often they use certain ways to improve their English also their desire to keep on learning though the environment was not supportive. The data revealed that though they wanted to improve their English skills, they rarely used the mainstream ways such as finding someone who can speak English better than them or joining an online English course. Thus, the total average of these three dimensions were 2.79 out of 4 which is considered as moderate level of students' motivation in learning English. The relationship between teachers' leadership and students' motivation in this study could be retrieved.

Table 1. Pearson Product Moment Correlation

	Teacher Leadership	Motivation
Teacher Leadership	Pearson Correlation	.342**
	Sig. (2-tailed)	.000
	N	167
Motivation	Pearson Correlation	.342**
	Sig. (2-tailed)	.000
	N	167

As seen in Table 1, since the exact probability that the correlation due to the sampling error is 0.00, which is lower than the significance level 0.05 set by the researcher, the null hypothesis is rejected. It means there is an evidence to support the relationship between teachers' leadership and students' motivation in learning English. Based on the correlation coefficient obtained (0.342), the correlation is positive and moderate. This means the stronger the teachers' leadership is, the higher the students' motivation in learning English.

DISCUSSIONS

The present study was designed to investigate the relationship between teachers' leadership and students' motivation to learn English. The findings showed that teachers' leadership has significantly positive and moderate relationship with students' motivation to learn English. Teachers with strong teachers' leadership leads to high students' motivation in learning English. On the other hand, teachers with weak teachers' leadership leads to low students' motivation to learn English. The result also suggested that in this study, the students generally found their teacher to have a moderate to strong degree of leadership. While in terms of motivation, the study showed that the students saw themselves to be moderately to highly motivated in learning English.

This result was aligned with the previous study by Öqvist and Malmöström (2016) which mentioned that with high degree of teacher leadership, it created an environment that increased students' motivation and facilitated them to achieve their best performance. Since the environment shows support in their effort to learn English, the students also feel convenient in learning and achieving their goals. Naturally, students see their teachers as ideal representative of the society, thus by observing teachers' behavior outside and within classroom often determine on how the students behave in the classroom. In contrast, teachers who showed low leadership created nonconductive environment for students and hindered their performance and achievement. Students tend to lose their energy, thinking that it is a waste of time since the surrounding and the teachers do not show any support.

Based on the findings in Idealized Influence, it was mentioned that teachers with this characteristic act in ways that develop the students' respects, as well as provide complete trust. Thus, the students were able to do more on what they were planning or doing because they believe that their teachers are trustworthy and willing to go extra miles for them. One of the questions in this item stated that if the students consider their teachers to be able to build their commitment to achieve the target. The average result was quite high, 3.47 which means that English teachers in this study were able to emphasize the importance to have purpose and mission to students. This is aligned with a study which stated that leaders (teachers) with idealized influence quality inspire their followers (students) to think above their own goals and engage them in activities which prioritize collective goals (Pradhan & Pradhan, 2016).

Inspirational Motivation was highlighted in this study by series of questions about how teachers should be the one to foster enthusiasm and commitment from students to learn English. The result was satisfying as it showed how the students saw their teacher to be supportive to them and encouraged them to continuously improve their performance. One of the question states whether the students view their teachers as someone who are willingly to explain and guide students to do activities that develop their English. The result was 3.41 average score, which means most students see this quality in their teachers. Knowing this made them eager to show their best effort in learning because they know that their teachers trusted them to do so. This finding supported the claim that teachers' role in creating supportive environment relied on the leadership behavior to meet students' need that enhances students' commitment and engagement (Öqvist & Malmöström, 2016).

Another teachers' leadership behavior that identified in this study is Intellectual Stimulation, meaning teachers who challenge and encourage their students to achieve their best performance. Teachers with an intellectual stimulation behavior know when to make students work hard and ask them to be innovative and creative. It re-examines critical assumptions and issues and see it from different angle (Colquitt et al., 2015). Intellectual stimulation teacher is also called performance-oriented teacher, as stated by Öqvist and Malmöström (2016), who make students work hard and persist when faced with challenges and difficulties. As a result, the students become more motivated to learn and show confidence in their ability, all because of this challenge. This leadership behavior is congruent with one of teachers' role named prompter (Harmer, 2015). Teachers as prompter should be encouraging and sensitive at the same time, because they want the students to be succeeded but also feels

challenged. They have to be able to set the learning activity, so it does not seem too easy but also not too difficult. Teachers with intellectual stimulation should apply this role to themselves so that they have the control in managing their class during challenging learning activity.

The finding of this study stated that most students claimed their teachers to have strong Individual Consideration quality. The average score for Individual Consideration was 3.40, the highest of the other three dimensions, which means students often observe their teachers display this leadership quality. It was characterized by showing personal attention to students as well as seeing them as individuals who are unique and different from one another. Individualized consideration also meant that teachers able to develop students' strength from many kinds of learning activities inside or outside classroom. As teachers, it is one of teachers' roles to create a situation where students can perform their best and uniqueness. This should be supported by teachers who take effort to get to know the students' needs and abilities. This type of teachers are the ones who discover what motivates each student in learning English because they spend considerable amount of time to be with them and learning with them. It was proved by the result of this study that most students see their teachers to be patient, accessible and approachable when teaching them English. Thus, it motivates them to learn more as well as increase their engagement during the learning activities. This confirmed the findings of Anugerahwati and Saukah (2010) which mentioned that personal competence was considered as the most important quality of teachers. Teachers with personal competence shows the characteristics of what teachers with individualized consideration have; kind, patient, pleasant, helpful, respectful to the differences and uniqueness, and also willing to assist students outside class (Anugerahwati & Saukah, 2010). This is slightly the same with characteristics of transformational teachers' leaders.

In contrast, teachers with weak teachers' leadership show an absence of characters to be an idealized influence, inspirational motivation, intellectual stimulation and individualized consideration in their leadership behavior. Students see teachers with these weak leadership qualities as having low commitment to students and teaching activities during English class, lacking the ability to help and support students' goal in learning, providing no challenge during English learning activities, and showing no enthusiasm and trust to students. Öqvist and Malmöström (2016) found that teachers with these weak qualities make students' motivation to learn and complete exercises decreases. Students lost their desire to learn and belief in themselves. This behavior creates an environment that is nonconductive for motivating students to be maximum in their English performance.

In regard to motivation, this study found that Intensity of Effort has the highest average score compare to Direction of Effort and Persistence of Effort. Intensity of Effort was exploring the questions of how hard the student is going to work on their target. There are 6 questions in this dimension and mostly about doing English assignments, working on the task, being present in English class and studying independently. With the highest average recorded in the findings of students' motivation to learn English, it can be concluded that students were willing to work harder academically in English class and study independently if it means they get better score and academic acknowledgement from the teachers. However, the Direction of Effort and Persistence of Effort scores are lower than Intensity of Effort. It is possible to happen because some students might be really dedicated in English class and do whatever it takes to finish the assignment and get perfect score, but unable to find out another ways of learning English outside the classroom. The questions in these two dimensions were exploring whether the students also visiting library to read English books or willingly to find native speakers through online course or simply watching English movies without subtitle. However, the results were not as high as in Intensity of Effort because their school environment and their home environment might not be supportive towards their effort in learning English.

Teachers who perfectly showed strong leadership style and qualities as mentioned above were led to make their students to have high motivation and eventually, increased the students' performance in English class. Students who were motivated to learn English usually have a set of energetic forces, initiate a study-related effort and determine its direction, intensity and persistence when learning. A highly motivated students would know how they should channel their purpose of learning. Once the purpose was set, the students would decide how hard they were going to learn and for how long. Logically, if English teachers were adopting these qualities of leadership into their classroom practice, it would be possible that the students able to set their direction, intensity and persistence when learning certain skills in English. In contrast, when students learn with teachers with weak teachers' leadership, then it is possible for them to gradually losing their motivation, and not perform well academically.

Overall, the result of this study was showing different perspective about teachers' leadership from the point of view of students. The students' view had been overlooked so far, because it is usually based on the teachers' point of view on their leadership. By having students' perspective onto teachers' leadership, it strengthens the concept that teachers' leadership is related and supported students' motivation thus facilitates students' performance in English. This indicated that when teachers' leadership is high, the students' motivation is energized and has the potential to drive the students to achieve their goals in learning English.

CONCLUSIONS

From the result of the study, it was concluded that teachers with strong teacher leadership lead their students to have high motivation to learn English. In contrast, teachers with weak teacher leadership lead the students to have low motivation to learn English. The level of teachers' leadership related to students' motivation to learn English, hence crucial in influencing their enthusiasm. To be a teacher with strong teachers' leadership qualities, teachers should have Idealized Influence,

Inspirational Motivation, Intellectual Stimulation and Individual Consideration. Meanwhile, the students' motivation was measured from their Direction of Effort, Intensity of Effort and Persistence of Effort.

This study has made practical contribution to the field of learning English. By knowing the relation between teachers' leadership and students' motivation in learning English, English teachers can figure out how to foster the students' motivation to learn English. As a part of teachers' leadership key qualities, teachers' intellectual stimulation should habitually be seen through various classroom strategies. Teachers also need to have a regular reflection practice after classroom teaching, so teachers will know what works well and which ones need to be improved. This practice is also good inspiration to be done together with the students, so that they aware of their teachers' intention.

Coaching mentoring with colleagues is also a practice that can be applied before and after English class. It reflects on how teachers behave in front of students who have difficulties in learning certain English skills. They will become more aware on how different each student's approach in learning English. Finally, by having active participation in professional learning communities, teachers are challenged to be intuitive, initiative and creative in not only during the discussion of certain issues or topics, but also in modifying approaches or strategies to be used in their classrooms. This is important to learn because to stimulate the students to be creative and intuitive in the English class, the teachers should be creative and intuitive as well. Implementing certain characteristic of teachers' leadership during classroom practice is not easy and is not an effort to be done alone. It is highly important that the surrounding environment, school culture and structure, also support the teachers to enacting their highly leadership behavior.

This present study was not without limitation, however. First, it was only a sample of 167 grade 11 students in three schools (Menyuke, Kintamani, and Palembang), thus, to generalize this result of significant relation between teachers' leadership and students' motivation to be applicable to other population might be difficult. Second, the instruments used in this study was constructed to be applicable in English class setting, thus there might be other possible measurement to be used to get broaden picture of teacher leadership and students' motivation in other disciplines. Third, this study was only investigating the relation between teachers' leadership (style and behavior) and students' motivation. For further researcher, it is recommended to investigate teachers' leadership's effect to students' performance and satisfaction. It is also recommended to investigate teachers' leadership and personality traits to be measured for its effectiveness to the students' achievement in English. There is a possibility for this study to be replicated by further researcher in other schools with certain adjustment, for example the questions in the questionnaire need to be checked if it is applicable to be used based on the school and students' background.

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