



The Analysis of Teacher-Student Interaction on Student Motivation

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Abstract

Interaction has a positive impact on students learning because it can attract students' attention and motivate them during the learning process. Especially in the English subject, students' interactions in the language classroom will help them develop both their language proficiency and their social skills. The aim of this study is to find out how the interaction takes place during the learning process and how does it affect the students learning motivation. This research involved 69 students of the 11th grade at SMA Negeri 2 Padang. This study used descriptive method design. The written form of video recordings and questionnaire were used for the data collection. The result revealed that the dominant category for Teacher-Students pattern is Asks Questions, while the Students-Teacher pattern is Response. When asking questions and giving directions, the teacher dominantly used Bahasa Indonesia. Several of the questions and directions from the teacher are responded by the students mostly in Bahasa Indonesia as the way for the students to participate in the interaction. Moreover, the result revealed that there is a positive and significant relationship between classroom interactions and students' intrinsic and extrinsic learning motivation. Consequently, the classroom interactions between students and teachers affect the students' learning motivation..

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INTRODUCTION

Interaction is essential in the learning process. Through interaction, a close relationship between teacher and student is built and this is important for the knowledge to be successfully received. It is supported by Vygotsky (1978) that

interaction has a positive impact on students learning because it can attract students' attention and motivate them during the learning process. Since according to him, knowledge is constructed and knowledge is not given, which means that there is an engagement process between teachers and students. Teachers and students develop the knowledge through their interactions with one another. Interaction can lead to good learning motivation for students in order to create the desired learning motivation.

According to Sardiman (2016), the interaction between teacher and students is anticipated to be a process of motivation which means how in learning process the teacher are expected to provide and develop the students motivation in order to create an optimal learning atmosphere. In the learning activities, motivating the students in learning is a challenge that must be faced and resolved by the teacher. Besides delivering the material, the teacher is also obliged to generate the learning motivation in students.

As found by Liu and Elicker (2005) that students felt more confident and safe when teachers asked specific questions or asked for their participation as a part of interaction element. Students' attention and curiosity are maintained in large part by the classroom atmosphere. Students are more engaged in class when they perceive a feeling of security and control in the learning environment because they approach the material with confidence and enthusiasm. Building and maintaining excellent teacher-student interactions should be the highest priority in order to assist a student in becoming more motivated, involved and academically successful.

This maybe important in the English subject. Students' interactions in the language classroom will help them develop both their language proficiency and their social skills. When students learn a new language, they must learn how to communicate in that language as well as how to properly use the language. They are not only learning theories, but practices should be emphasized more. When leading the classroom, English teachers must be both innovative and enthusiastic. In other words, teachers should always find ways to make their classes more interactive. If the teacher and students value interaction in the language classroom, the interaction problem in the English classroom can be solved.

In English lesson at SMAN 2 Padang, unfortunately, the researcher feels that the learning process may have less interaction in the classroom. According to Flanders (1970), there are ten categories of interaction in the classroom which are *accepting feeling, praises or encourages, accepts or applies student ideas, asks questions, lecturing, giving directions, criticizing or justifying authority, response, initiation, and silence or confusion*. From those aspects, it is assumed that interaction in the classroom does not run maximally. The learning process should be student-centered, but it does not rule out the possibility of interactions that tend to place the teacher as the big role taker. Consequently, the interaction between teacher and students are assumed to be so minimize. It causes a lack of opportunities between students and teachers to communicate, and also reduces learning motivation due to the lack of interaction. With such interactions, students tend to show low learning motivation which is indicated by being lazy to do the assignments because they cannot understand the material properly. In fact, in the English classroom the students are expected to communicate and get involved using English. Especially when English is not the native language of our country, students will have a little difficulty understanding the lesson because they are

studying a foreign language. Therefore, students feel a lack of enthusiasm in learning. As a result, the interaction between students and teachers in the classroom is very deficient, students do not feel that they are motivated enough to learn. According to the previous explanation, the researcher is interested to analyze the teacher-student interaction in English classroom and how it affects students' motivation.

RESEARCH METHOD

The researcher was interested in conducting research using the quantitative method to analyze the teacher-student interaction on student motivation in English classroom at SMA Negeri 2 Padang. The research was conducted on 17 - 20 January 2023. The sampling method that was used in this research is purposive sampling. The researcher took the two classes from the ten classes population as the sample. F.2 consists of 34 students and F.3 consists 35 students, so the number of samples in total is 69. The students were observed and given the questionnaire for the data retrieval. The data was gathered by the researcher through observation and a questionnaire. FIACS (Flanders' Interaction Analysis Categories System) is used to classify the observation's transcription and to create the questionnaire elements based on a theoretical review of motivation. The questionnaires of this research were validated by Ms. Nofrina Eka Putri, S.Pd. M,Pd. as one of the English Department of Padang State University lecturers. The questionnaire consists of 20 statements of intrinsic motivation and 18 statements of extrinsic motivation.

The data collection was conducted in two classes and the data were taken only once in each class. First, the researcher came to the classroom to do an observation by directly recording the learning activity in the English class. After that, the researcher assigned the questionnaire to each of the participating English classes. The researcher gave clear direction to help the students to complete the questionnaire, then qualified participating students were signed and completed the questionnaire. Once the participants were done, the data were collected and analyzed. The data that have been collected were processed through transcribing and descriptive statistics.

RESULT AND DISCUSSION

Research Finding

Based on observations of classroom interaction in the 11th Grade of F.2 and F.3 English Class at SMA Negeri 2 Padang, the researcher focused on analyzing the interaction between Teacher-Students and Students-Teacher. The dominant categories of interaction used by each pattern in the classroom activity were discovered by the researcher after the data were transcribed and observed. Furthermore, the choice of language was also analyzed. Since English and Indonesian were both applied in F.2 and F.3 English class, each language was considered as one point based on the context of the utterances.

Finding 1 Teacher-Student

a. Teacher-Student

Based on how each category shown during the interactions in the observation, it is clear that the teacher employs Bahasa Indonesia more in the teaching and learning activity and Asks Questions is the most dominant interaction category. During the

observation, the researcher discovered that the teacher used Modul or textbook to provide the materials to the students. On several occasions, the teacher frequently asked the students to check on their comprehension of the material while explaining it or even to generate a conversation among the students.

b. Student-Teacher

Based on how each category shown during the interactions in the observation, it was clear that students used Bahasa Indonesia more frequently during the learning process, with Response being the dominant category of student-teacher interaction. As mentioned in the teacher-student pattern earlier, the teacher showed participation by asking the students questions as she explained the material which consequently made the students responded to the teacher's questions. Moreover, the teacher also mostly uses Bahasa Indonesia which encourages participation from the students in the process of teaching and learning. According to the data, the number of response category in the Students-Teacher pattern is far proportional to any of the categories in the Teacher-Students pattern above.

Finding 2 Students' Motivation

Based on the data collected, the majority of students (95%) choose the strongly agree and agree scale on the Intrinsic Motivation Questionnaire, and (90%) of the students also choose the strongly agree and agree scale on the Extrinsic Motivation Questionnaire. On the other hand, a small percentage of students (5%) on Intrinsic Motivation Questionnaire and (10%) on Extrinsic Motivation Questionnaire choose the agree and disagree scale. The result shows a statistically significant number of students who choose the strongly agree and agree scales on both questionnaire. The researcher concluded that the classroom interaction and students' learning motivation are positively and significantly correlated..

Discussion

The purpose of the study is to analyze the pattern of interactions between Teacher-Students and Students-Teacher during classroom activities and the students' learning motivation. Considering the previously described results, a variety of conclusions can be drawn. Based on the results, the order of each research question will be determined as follows.

The first research question focuses on the actual interaction in two patterns, such as Teacher-Students and Students-Teacher in the process of teaching and learning. The results demonstrate that each pattern has its own dominant category. Teacher-Students pattern shows *asks questions* category, while the Students-Teacher pattern shows *response* category. The teacher dominates classroom interaction by delivering procedure text material. The teacher interacts with the students while presenting the material by asking a number of questions. The interaction shows that teacher mostly use Bahasa Indonesia considering the students vocabulary. By asking questions, the teacher ensures that the students understand and it is also the way for the teacher to invite the students to participate in the interaction. Several of the questions and directions from the teacher are responded by the students mostly in Bahasa Indonesia because there is a little difficulty for the students to speak fluently in English especially when the students want to state long response.

The second research question focuses on how the classroom interaction affect students learning motivation. The result of this study indicated that the classroom interaction and students' intrinsic and extrinsic motivation are positively and significantly correlated, which implies that the higher the frequency of teacher and students interaction, the higher student learning motivation, both intrinsic and extrinsic motivation. Consequently, according to this study there is an increase in student learning motivation. If students have high intrinsic motivation for learning, it means that the students are more engaged in learning, aware of their roles as students and able to comprehend the lessons given by the teacher. Meanwhile, If students have high extrinsic motivation for learning, it means that the students have more motivation from the outside to learn such as encouragement, prizes, praise or advice from others such as teachers and friends.

CONCLUSION

The research was conducted in the 11th grade of F.2 and F.3 students at SMA Negeri 2 Padang to determine how the interaction takes place in the classroom and the students' learning motivation in the classroom interaction. From the research findings and discussions that have been explained in the previous chapter, the researcher draws the following conclusions.

The patterns of interaction between teachers and students at SMA Negeri 2 Padang are classified into two patterns, such as Teacher-Students and Students-Teacher. Each pattern represents the dominant interaction category. Teacher-Students pattern represents the asks questions as the mostly applied category in the classroom, while the Students-Teacher pattern represents the response category. Bahasa Indonesia serves as the primary language of instruction although English is also implemented in the teaching-learning process. During the interactions, the teacher primarily utilizes Bahasa Indonesia to ask questions and give instructions, while English is used to explain the material and accept or apply ideas. Therefore, the students actively participate in the interaction by using mostly Bahasa Indonesia.

The classroom interactions are positively and significantly correlated with students learning motivation. It is evident in the way the majority of the students agreed on how the classroom interactions are implemented. Based on the findings above, classroom interactions have a positive and significant relationship with students' learning motivation. The higher the frequency of classroom interactions, the higher their learning motivation. It can be concluded that the classroom interactions between students and teachers affect the students' learning motivation.

Based on the findings of this research, the researcher has provided several suggestions for the various parties involved in this study, including teachers, students, and other researchers. The researcher suggests the teacher to employ various techniques to improve student interaction in the classroom during the learning activity and the teacher should encourage and motivate the students to use English more in order to improve the students' English proficiency. Moreover, the researcher hopes the students to participate actively during the teaching and learning activity and the students should try speaking English more so they will get used to it. Moreover, the students should enjoy all the subjects by seeking benefits from the lessons, so that it will generate motivation to learn within yourself. Future researchers are expected to

explore further sources and references related to teacher-student interaction on student motivation beyond the aspects investigated in this study in attempt to develop some improvements upon the topic.

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