THE ANALYSIS OF TEACHER-STUDENT INTERACTION ON STUDENT MOTIVATION

A THESIS

Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of Education (B.Ed) in English Language Education

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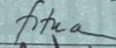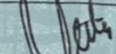**"THE ANALYSIS OF TEACHER-STUDENT INTERACTION ON STUDENT MOTIVATION"**

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ABSTRACT

Alda Uswatun Hasanah, (2023) : **The Analysis of Teacher-Student Interaction on Student Motivation**

Interaction can be found in the classroom during the teaching and learning process involving teachers and students. The term classroom interaction also refers to all of the verbal and non-verbal interactions that take place in the classroom. Verbal interactions that occur in the language classroom will help students in improving their language proficiency. The existence of interaction in classroom is influenced by teacher talk and students talk. Classroom interaction has a positive impact on students learning because it can attract students' attention and motivate them during the learning process. The purpose of this research is to find out how the interaction takes place during the learning process and how does it affect the students learning motivation. The design of this research was descriptive method. This research involved 69 students of the 11th grade at SMA Negeri 2 Padang. The written form of video recordings and questionnaire were used for the data collection. Observation and descriptive statistics were used to analyze the data. The result revealed that the dominant category for Teacher-Students pattern is *Asks Questions* followed by *Giving Directions* as the second dominant category, while the Students-Teacher pattern is *Response* followed by *Accepting Feeling* as the second dominant category. 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 strong relationship between classroom interactions and students' intrinsic and extrinsic learning motivation. Consequently, the classroom interactions between students and teachers affect the students' learning motivation.

Keywords: Teacher-Student Interaction, Students' Motivation

ABSTRAK

Alda Uswatun Hasanah, (2023) :   **Analisis Interaksi Guru-Siswa pada Motivasi Belajar Siswa**

Interaksi dapat ditemukan di dalam kelas selama proses belajar mengajar yang melibatkan guru dan siswa. Istilah interaksi kelas juga mengacu pada semua interaksi verbal dan non-verbal yang terjadi di dalam kelas. Interaksi verbal yang terjadi di kelas bahasa akan membantu siswa dalam meningkatkan kemampuan berbahasanya. Adanya interaksi di dalam kelas dipengaruhi oleh teacher talk dan student talk. Interaksi kelas memberikan dampak positif bagi pembelajaran siswa karena dapat menarik perhatian siswa dan memotivasi mereka selama proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana interaksi yang terjadi selama proses pembelajaran dan bagaimana pengaruhnya terhadap motivasi belajar siswa. Desain penelitian ini adalah metode deskriptif. Penelitian ini melibatkan 69 siswa kelas XI SMA Negeri 2 Padang. Transkrip dari video dan kuesioner digunakan untuk pengumpulan data. Observasi dan statistik deskriptif digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa kategori dominan untuk pola Guru-Siswa adalah *Asks Questions* diikuti oleh *Giving Directions* sebagai kategori dominan kedua, sedangkan pola Siswa-Guru adalah *Response* diikuti oleh *Accepting Feeling* kategori dominan kedua. Dalam *Asks Questions* dan *Giving Directions*, guru umumnya menggunakan Bahasa Indonesia. Beberapa pertanyaan dan arahan dari guru ditanggapi oleh siswa sebagian besar dalam Bahasa Indonesia sebagai cara siswa untuk berpartisipasi dalam interaksi. Selain itu, hasil mengungkapkan bahwa ada hubungan yang positif dan kuat antara interaksi kelas dan motivasi belajar siswa intrinsik dan ekstrinsik. Akibatnya, interaksi kelas antara siswa dan guru mempengaruhi motivasi belajar siswa.

Kata Kunci: Interaksi Siswa-Guru, Motivasi Belajar Siswa

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The author realizes that this thesis is still far from being perfect considering the researcher's limited knowledge and abilities. Hopefully the completion of this thesis can be useful for the researcher herself and for all people in general. Therefore, the researcher is always open to critics and suggestions from readers.

Padang,   Februari 2023

Alda Uswatun Hasanah

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LIST OF ABBREVIATIONS

FIACS   Flanders Interaction Analysis Category System

T-S   Teacher-Students Interaction

S-T   Students-Teacher Interaction

EN   English

IN   Bahasa Indonesia

CHAPTER I

INTRODUCTION

A. Background of The Problem

Interaction is essential in the learning process. Interaction can be found in the classroom during the teaching and learning process involving teachers and students. The term classroom interaction also refers to all of the verbal and non-verbal interactions that take place in the classroom. Teachers and students take turns through verbal communication in classroom interactions. Verbal interaction occur when the teacher and students talk in the classroom, while the non-verbal interaction involves the teacher and students' gestures and facial expressions when they communicate with using no words. According to Dagarin (2004), interaction is more than an action followed by a reaction. It means that interaction is an activity that generates a response or reaction, or basically implies a communication that involves more than one person.

The existence of interaction in classroom is influenced by teacher talk and students talk. Teacher talk is a speech delivered by the teacher when they explain the lesson to students. It is not one way speech but it also engages students' participation. Students can engage to learning situation by responding to teacher talk, which can be referred as students talk. Therefore, it becomes the consideration that teacher talk has beneficial affection toward students talk. Teacher and students talk are related to the characteristics of classroom interaction since they are the prominent part of interaction.

It is considered to be important in the English subject. Verbal interactions that occur in the language classroom will help students in improving their language proficiency. 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. The problem of interaction in the English classroom can be handled if the teacher and students recognize the importance of interaction in the language classroom.

Based on the preliminary observation, it was discovered that the teacher dominates the interactions that occur during the teaching and learning process. For example, the teacher talks frequently when explaining the material, preventing the students from participating. It is supported by Behtash and Azarnia's research (cited in Winarti, 2017), the teacher talk employed over 75% of lesson time, whereas student talk occupied less than 20%. Based on the previous study, teachers are more active in classroom rather than the students. According to Flanders (1970), there are ten categories of verbal interaction in the classroom which are *accepting feeling, praises or encourages, accepts or applies 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.

If the issues still happen in classroom activity, it might affect students' motivation in the learning process. It will cause a lack of opportunities between students and teachers to communicate, and also reduces learning motivation due to the lack of classroom 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 classroom interaction between students and teachers in the classroom is very deficient, students do not feel that they are motivated enough to learn.

Vygotsky (1978) stated that classroom 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 a process of interaction 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), classroom interaction is expected 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 process, 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.

Based on the explanation above, the researcher is interested to analyze the interaction between teacher and student in English classroom and how it can affect the students' motivation. There have been several kinds of research discussing the interaction between teacher and student in the classroom. The first one is done by Mujahidah (2012) entitled *The Descriptive Study on the Classroom Interaction during the English Teaching – Learning Process at the Eighth Grade of SMPN I Banjarmasin Academic Year 2011/2012*. The result showed that during interaction, teacher dominated the interaction. The category mostly applied was "asking question" and English was language mostly used.

Meanwhile, Rahmad Arifianto (2011) published a thesis titled *The Relationship between The Effectiveness of Student-Teacher Interaction and Student Learning Achievement.* The purpose of the above study is to determine the relationship between the effectiveness of student interaction in learning achievement at SMA Muhammadiyah 2 Surakarta with 90 participants. The sampling technique used is population studies and the data analysis techniques used is product moment correlation. The study results indicate that there is a very significant positive relationship between the effectiveness of student-teacher interactions and learning achievement. Learning achievement rises with the higher frequency of student-

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teacher interaction and learning motivation; on the other hand, learning achievement falls with the lower frequency of student-teacher interaction and learning motivation.

From the previous research about teacher-student interaction, this research have some differences with the previous research. This study focuses on finding the relation between the interaction and the students' motivation in English class which means this is totally focused on the students' motivation. Since it focuses on students' motivation, the interaction analyzed will not only when a teacher delivers materials, but also any kind of interaction such as asking questions and students' participation. Based on this background, the researcher is interested to analyze the current problem.

B. Identification of The Problem

Based on the above background, the researcher identifies the following problems:

1. Students rarely do and collect the assignments because they do not understand the learning material due to less classroom interaction between teacher and students

2. There are students who feel unmotivated to learn because the teacher expect the students to comprehend the material by themselves.

3. Due to lack of classroom interactions, teaching and learning activity tend to be boring.

C. Formulation of The Problem

The formulation of the problem is as follows: How is the analysis of teacher-student interaction on student motivation in English classroom at SMAN 2 Padang?

D. Research Questions

The study attempted to answer the following questions:

1. What is the pattern of verbal interaction between teacher-student, student-teacher in the English subject at SMAN 2 Padang?

2. How does the classroom interaction affect students' motivation in learning English at SMAN 2 Padang?

E. Purpose of The Research

In response to the above-mentioned problem statement, the researcher intends to achieve the following objectives through the study:

1. To analyze the pattern of verbal interaction between teacher-student, student-teacher in the English subject at SMAN 2 Padang

2. To analyze the effect on students' motivation of classroom interaction in learning English at SMAN 2 Padang.

F. Significance of The Problem

The findings of this study are expected to analyze teacher-student interaction on student motivation in teaching English. The significances of this study are:

a. For teachers: this study is significant to English teachers because it highlights the analysis of teacher-student interaction on student motivation in teaching English, so it can be a reflection on their teaching process.

b. For future researchers: this research can be used as a reference by future researchers who want to examine similar cases.

G. Definition of the Key Terms

The following definitions is used for the purposes of this study:

Classroom Interaction : Classroom interaction is a type of action that occurs between teacher and students during learning activity.

Verbal Interaction : It is basically the communication or the talk between a person and another.

Flanders Interaction Analysis Categories System (FIACS) : It is an observing instrument that classifies teachers' and students' verbal behavior as they interact in the classroom.

Motivation : Motivation is the encouragement given by someone to others and causes the motivated person to be more enthusiastic and active at work and has a sense of enthusiasm to achieve maximum results.