



## Students' Perceptions of Teacher Talk in The Classroom Interaction to Enhance Students' Motivation of Learning

Dafina Shafa Kamila<sup>1</sup>, Frida Unsiah<sup>2</sup>

<sup>1,2</sup>Universitas Brawijaya, Indonesia

E-mail: [shafadafina@student.ub.ac.id](mailto:shafadafina@student.ub.ac.id), [frida\\_unsiah@ub.ac.id](mailto:frida_unsiah@ub.ac.id)

Article Info	Abstract
<b>Article History</b> Received: 2024-03-13 Revised: 2024-04-17 Published: 2024-05-01	This current research aims to investigate students' perceptions of the effect of teacher's talk to enhance students' motivation of learning. Therefore, the use of teacher talks focusing on praising and encouraging elements which is very useful in increasing student motivation. The participants were 93 students of the 8 <sup>th</sup> grade in a public junior high school located in East Java Indonesia. The research design was quantitative approach. To collect the data, the researchers employed questionnaire as the instrument adapted from Ameiratrini & Kurniawan (2021), and Husna & Murtini (2019). The results show that the majority of the participants agree that receiving encouragement and praise from the teacher can increase students' motivation to learn. It infers that encouragement and praise can encourage students' participation.
<b>Keywords:</b> <i>Classroom Interaction;</i> <i>Teacher Talk;</i> <i>Students' Motivation.</i>	
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2024-03-13 Direvisi: 2024-04-17 Dipublikasi: 2024-05-01	Penelitian kali ini bertujuan untuk mengetahui persepsi siswa terhadap pengaruh ceramah guru untuk meningkatkan motivasi belajar siswa. Oleh karena itu pemanfaatan ceramah guru menitikberatkan pada unsur pemacu dan dorongan yang sangat berguna dalam meningkatkan motivasi siswa. Pesertanya adalah 93 siswa kelas 8 di sebuah SMP negeri yang berlokasi di Jawa Timur Indonesia. Desain penelitian adalah pendekatan kuantitatif. Untuk mengumpulkan data, peneliti menggunakan instrumen kuesioner yang diadaptasi dari Ameiratrini & Kurniawan (2021), dan Husna & Murtini (2019). Hasil penelitian menunjukkan bahwa mayoritas peserta setuju bahwa mendapat dorongan dan pujian dari guru dapat meningkatkan motivasi belajar siswa. Hal ini menyimpulkan bahwa dorongan dan pujian dapat mendorong partisipasi siswa.
<b>Kata kunci:</b> <i>Interaksi Kelas;</i> <i>Pembicaraan Guru;</i> <i>Motivasi Siswa.</i>	

### I. INTRODUCTION

Teacher talk is sought appropriate to students, having to explain classroom instruction and trying to confirm learners understanding during the teaching and learning process (Nasir et al., 2019). When the instructor engages with pupils in English and uses a combination of languages, the students become more understandable and can follow what the teacher is saying. The course becomes helpful and relevant when the instructor uses sections of teacher speak to encourage student participation. Interaction and feedback between teachers and students are obtained during the teaching and learning process. A classroom interaction is one that occurs between a teacher and a student or between students. This contact occurs as a result of an issue encountered by both parties, who then decide to trade ideas or express perspectives on a topic addressed. Classroom interaction occurs when a teacher or student asks a question or provides answers, comments, and views in response to a tossed question. According to Sari (2022) in teaching and learning process classroom interaction is the important

part that occurs. This indicates that there must be a response between teachers and students. This research only focuses on the teacher talks especially in praising and encouraging students in classroom interaction. Awwaliyah et al. (2022) claimed that nearly all of the teachers employed encouragement and praise to help the pupils feel pleased or proud of their work. Teachers generally encourage and congratulate their students, which gets them excited.

Effective teacher talk is crucial for facilitating understanding, engagement, and a positive learning environment. Aspects of teacher talk that arise during learning activities include providing guidance to students, explaining learning activities, and validating student knowledge. When the instructor engages with pupils in English and uses a combination of languages, the students become more understandable and can follow what the teacher is saying. The lesson becomes helpful and relevant when the teacher uses sections of teacher talk to encourage student participation, connect with students, and there is feedback in the process between the teacher and the pupils

of teaching and learning. Awwaliyah et al. (2022) said that "teacher talk" refers to the language that educators commonly use in face-to-face interactions with students. In a classroom interaction, teacher talk refers to the verbal communication initiated by the teacher during the teaching and learning process. (FIACS) framework by Flanders (1970) categorized teacher talk into seven types, divided into two categories: Indirect Influence and Direct Influence. Indirect influence includes accepting feelings, praising and encouraging, accepting or using student's ideas, and asking questions. Lecturing, giving directions, and criticizing the student's behavior are all types of direct influence. Here, the table of the various forms of teacher talk and the corresponding indicators were more precisely stated:

**Table 1.** Type of Teacher Talk

Type of teacher talk	Indicators	
Indirect	Accepting feelings	<ul style="list-style-type: none"> <li>- Communicating student comprehension of past, present, and future feelings of pupils</li> <li>- Accepting and debating a lesson; Referencing a lesson</li> </ul>
	Praise and Encouraging	<ul style="list-style-type: none"> <li>- Congratulating pupils after they respond</li> <li>- Encouraging pupils to keep going</li> <li>- Aiming to instill confidence in them</li> </ul>
	Incorporating student ideas	<ul style="list-style-type: none"> <li>- Clarifying</li> <li>- Interpreting</li> <li>- Summarizing</li> <li>- Rephrasing</li> </ul>
	Asking question	<ul style="list-style-type: none"> <li>- Posing inquiries to which a response is anticipated.</li> </ul>
Direct	Providing information	<ul style="list-style-type: none"> <li>- Information sharing and opinion expression</li> <li>- providing information and ideas</li> </ul>
	Giving direction	<ul style="list-style-type: none"> <li>- Directing various drills</li> <li>- Issuing requests</li> <li>- issuing commands</li> </ul>
	Criticizing the student behaviour	<ul style="list-style-type: none"> <li>- Rejecting the students' behavior</li> <li>- Seeking to alter the unacceptable behavior</li> <li>- Expressing rage</li> <li>- Experiencing discontent</li> <li>- Experiencing annoyance</li> <li>- Unhappiness with the work that students are doing</li> </ul>

Various professionals and scholars perform relevant studies on teachers' talk. Rahayu et al.

(2020) claimed that teachers try to create a positive learning environment for their students by using both positive and negative teacher talk. Maolida et al. (2020) stated that Asking questions is the type of teacher talk that appeared the most in the classes, indicating that future teachers prefer to employ questions in their interactions with students. Winanta et al. (2020) revealed that during activities in teaching and learning, the instructor response to the students' responses was typically one of praise or encouragement. Ameiratrini & Kurniawan (2021) said the majority of pupils believed that teachers lacked the creativity to come up with more interesting activities. Kasyulita & armelida (2019) stated that Students' motivation and interest in learning English increased after they received rewards. Based on those findings described above imply that the teachers try to build the classroom interaction to get more intention and feedback from the student in the class. The researchers believe that the teacher's teaching style which is repeated in the classroom will make students bored and low of motivation in learning. Previous researchers suggested looking for relevant things that can increase student motivation. Therefore, this current study aims to investigate the students' perception of the effect of a teacher's talk to enhance the students' motivation in learning. Therefore, the use of teacher talks focusing on praising and encouraging element which is very useful in increasing student motivation.

Students who are studying English have two types of motivation: intrinsic motivation and extrinsic motivation. Kasyulita & Armelida (2019) stated that the desire to put forth effort to accomplish a goal that originates from within a person is known as intrinsic motivation. When students are intrinsically motivated, they will demonstrate this in the classroom by expressing a desire to learn English because they find it interesting and enjoyable. Different from the desire to learn for its own sake or interest in the task, extrinsic motivation comes from the influence of an outside incentive. Wardani et al (2020) explained that when someone studies in order to achieve awards in the form of numbers and prizes, advances in grade, receives a diploma, or gets good grades, that person is motivated by extrinsic motivation. The teacher has a big role in creating the best experience so the student will never lack motivation. The teacher and student should work together to maintain the class

motivation so the process can be as smooth as possible.

## II. METHOD

This research was conducted using a quantitative approach. A survey study aims to quantitatively or numerically evaluate a population's trends, attitudes, or perspectives by surveying a representative sample of that group (Creswell, 2014). The study was conducted in public junior school located in East Java, Indonesia. The total participant were all the 8<sup>th</sup> students and the total is 93 students. In gathering the data the researchers used questionnaires as the instrument it consisted of 20 items adapted from Ameiratrini & Kurniawan (2021) and Husna & Murtini (2019). The instrument used Four-Likert scale with four points. They were poin 1 coded as strongly disagree, 2 points for disagree, 3 points for agree, and 4 points for strongly agree. It was used Indonesian to make the participants easy to get the point of the items in the questionnaire. A survey questionnaire was in the form of a Google form, and students were asked to fill out the questionnaire according to their personal experiences when learning English. The data gathered from the questionnaire was then analyzed using SPSS program version 25 to find out the mean score of each item.

## III. RESULT AND DISCUSSION

### A. Result

Based on the objective of the study, the researchers collected the data from students' questionnaire to find out their perceptions on the effect of a teacher's talk to enhance the their motivation in learning. The following are the results of the analysis.

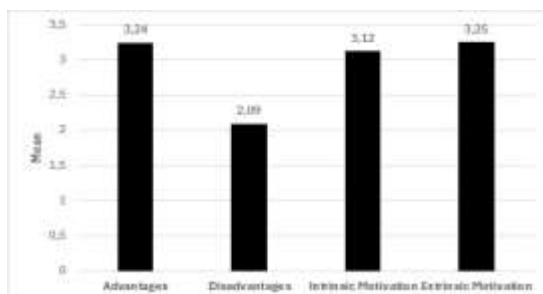


Figure 1. The mean score of each dimension

Figure 1 shows the mean score of each dimension. In the first dimension (advantages) the mean is 3.24. It can be said that the students agree the teacher talk gives them advantages. In the second dimension

(disadvantages) the mean is 2.09. It can be said that the students disagree the teacher talk gives disadvantages. Dimension 3 (intrinsic motivation) the mean is 3.12, meaning that the teacher talk enhance students' intrinsic motivation. The last dimension (extrinsic motivation) the mean is 3.25 showing the teacher talk enhance students' extrinsic motivation. From the all dimensions the highest mean score is 3.25 presenting dimension 4. To get more details, the result of each dimensions are presented in the following figures.

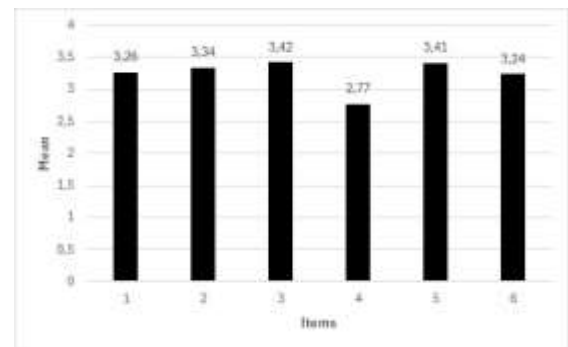


Figure 2. Mean score of items in dimension 1 (advantages of teacher talk)

Figure 2 shows the mean score of items in dimension 1. The third item "I feel very appreciated when the teacher praises me", the mean is 3.42 it is the highest mean of all. While the fourth item "I want to be more active in asking or answering question in class because the teacher will praise me", the mean is 2.77, which is lowest of all.

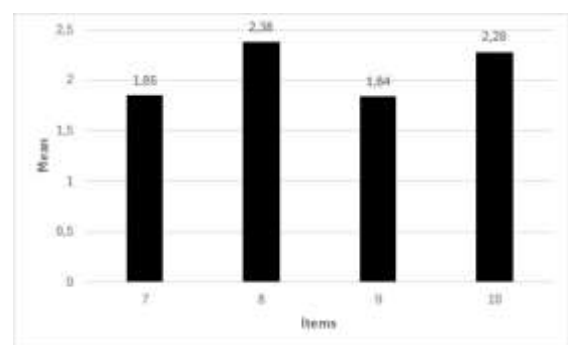
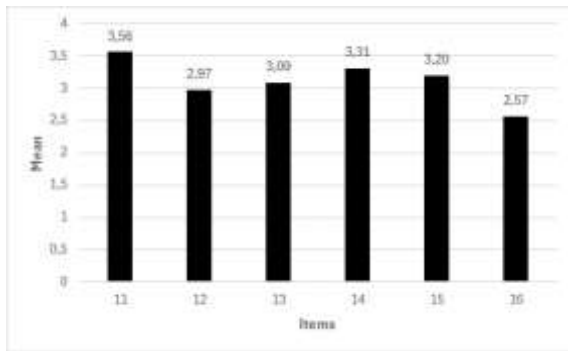


Figure 3. Mean score of items in dimension 2 (disadvantages of teacher talk)

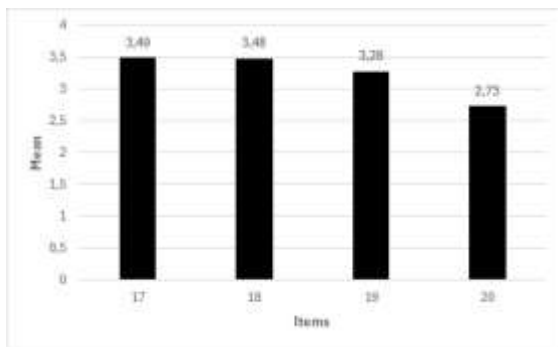
Figure 3 shows the mean score of items in dimension 2. The lowest mean score is owned by the ninth item "Receiving praise from the teacher does not make me confident in learning and speaking in class", the mean is 1.84. The eight item has the highest, the mean

is 2.38 “The praise from teacher distract me when learning English.”



**Figure 4.** Mean score of items in dimension 3 (intrinsic motivation)

Figure 4 shows the mean score of items in dimension 3. The eleventh item “I really enjoy learning English”, has the highest mean score 3.56. The sixteenth item, “I’m being active in answering question given by the teacher because I will get praise from the teacher”, the mean is 2.57 was the lowest one.



**Figure 5.** Mean score of items in dimension 4 (extrinsic motivation)

Figure 5 shows the mean score of items in dimension 4. The seventeenth item “I learn English because I want to do well on my examination”, the mean is 3,49, has the highest mean score. Then, the last item “I’m being diligent when doing assignment because I get praise from the teacher”, the mean is 2,73 has the lowest mean score.

## B. Discussion

Based on the results of the questionnaire, the majority of students agreed that they have received encouragement and praise from their teacher, which can increase their motivation to learn. Nur et al. (2021)., Ameiratrini & Kurniawan (2020)., Awwaliyah et al. (2022) claimed that one of the most effective, straightforward, and powerful tools for

inspiring and influencing students is praise, the entire class of students concurred that the praise from the teacher frequently motivated the students to learn. Nearly all of the teachers made the students feel pleased or proud of their work by utilizing the praise. The students feel happy and proud when they receive praise from the teacher. Based on the research results above, it shows the same results as this current research.

In addition, Yuliana et al (2021)., Asfah (2023) revealed that when the teacher offers praise or encouragement to the students they will have a good participating. in order to encourage and support the students in participating in the online classroom, the teacher offers praise or encouragement. The students will feel motivated if they are praised. It can be seen from the students’ perceptions, the students gain more advantages rather than disadvantages in getting praise and encouragement.

In this study, praise can be a powerful motivator. Praise can contribute to the development of intrinsic motivation. When students find personal satisfaction and enjoyment in the learning process, they will most likely be intrinsically motivated and enjoy learning English. This finding supports the result of a previous study by Maolida et al. (2020) which stated that in the teaching and learning process, praise can make students actively participate during the lesson. Al-said (2022) stated in his study that in motivating students the important factors is the teachers’ methods of instruction and how the teacher carries out learning, along with interactions and feedback between teachers and students. It can be concluded that teachers have a big influence in encouraging student extrinsic motivation in learning.

It is understandable that based on the overall finding extrinsic motivation becomes the most dominant factor obtained from praise and encouragement by the teacher. In other words, the motivation comes dominantly from the students’ environment rather than coming from the students themselves. Therefore, based on the result of the present research no matter how small a student does in the classroom, the teacher must give appreciation through praise and encouragement.

## IV. CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the findings of this present research, the use of teacher talks in the classroom interaction focusing on praise and encouragement have positive responses from the students. It can be concluded that the students had received encouragement and praise from their teacher, which can increase their motivation to learn. The students also agree that praise from the teacher has many advantages in the learning process, such as praise from the teacher can makes the students feel more enthusiastic in learning, the students feel happy and proud when they receive praise from the teacher, praise from the teacher makes students proud, so that students can participate more actively in learning, and praise from the teacher also makes students confident in learning and speaking in class. The perception about disadvantages becomes the less dominant because all students agree that the teacher provides advantages related to praise and encouragement. Regarding to the student's motivation, it can be concluded that the use of teacher talks in the classroom interaction focusing in praise and encouraging can enhance their motivation in learning. When the teacher gives praise and encouragement, it really provides dominant motivation for students to learn. By providing encouragement and praise it means the same as the teacher providing extrinsic motivation to students and this is the most dominant results of this research. The teachers must always try to appreciate every effort that students have made, so that students feel they have value and remain enthusiastic in learning.

### B. Suggestion

Based on the entirety of this research, the researchers provide suggestions to several parties. First, teachers, this research shows positive results that students' perceptions of praise from teachers can increase their learning motivation, the researchers hopes the teacher can give more praise and encouragement to the students in every detail activity in the class, because this is proven to give positive result and can improve students' learning process. For future researchers who will conduct research using the similar topic can use this research as a reference. Future researchers can identify other types of teachers talk that can also increase student

learning motivation. Apart from that, because this research only uses one instrument, namely a questionnaire, future researchers can investigate further using different instruments such as interviews and observations, to get more in-depth knowledge and research results.

### REFERENCES

- Al-Said, K. (2023). Influence of Teacher on Student Motivation: Opportunities to Increase Motivational Factors During Mobile Learning. *Educ Inf Technol* 28, 13439-13457.  
<https://doi.org/10.1007/s10639-023-11720-w>
- Ameiratrini, T., & Kurniawan, E. (2021). Students' Perceptions of Teacher Talk Through Online Learning During Covid-19 Pandemic. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546(Conaplin 2020), 593-599.  
<https://doi.org/10.2991/assehr.k.210427.090>
- Asfah, I., (2023). Encouraging Students' Motivation With Praise in An EFL Classroom. *Journal of Humanities and Social Studies*. 1(1).  
<http://jurnaltarbiyah.uinsu.ac.id/index.php/vision/article/view/714/539>
- Astiti, N. W. W. (2022). an Analysis of Teacher Talk in English Classes in Smk Pgr 4 Denpasar. *Jurnal Pen*, 1(2), 1-21.
- Awwaliyah, A. A., Noni, N., & Abduh, A. (2022). Students Perception of Teacher Talk in English Teaching Learning Process (A Survey Research of Fifth Semesters at English Education Study Program during Covid 19 Pandemic). *Journal of Excellence in English Education*, 1(2).  
<https://ojs.unm.ac.id/JoEELE/article/view/32678>
- Creswell, J. W. (2014) Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Flanders, N. A. (1970). Analyzing Teaching Behavior. In *Analyzing Teaching Behavior*. Addison-Wesley

- Husna, A. H., & Murtini, R. T. (2019). A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at STIKES Cendekia Utama Kudus. *Journal of English Teaching and Research*, 4(2), 207-220. <https://ojs.unpkediri.ac.id/index.php/inggris/article/download/13745/1377/>
- Kasyulita, E., & Armelida (2019). An Analysis of Students' Motivation in Learning English After Given Rewards at the Eight Grade Students' of SMPN 3 Rambah. *JEE (Journal of English Education)*, 5 (1), 23-36. <https://doi.org/10.20606/jee.v5i1.551>
- Khaleel, A. (2023). Influence of Teacher on Students Motivation: Opportunities to Increase Motivational Factors During Mobile Learning. *Education and Information Technology*. 28:13439-13457. <https://link.springer.com/article/10.1007/s10639-023-11720-w>.
- Maolida, E. H., Fauziyah, F., Meilani, S. G., & Id, E. A. (2020). Pre-Service Teachers' Talk in Vocational High School: a Classroom Interaction Analysis. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 8(2), 2338-3739. <https://jurnal.unsur.ac.id/jeopallt/article/view/1007>.
- Nasir, C., Yusuf, Y. Q., & Wardana, A. (2019). A qualitative study of teacher talk in an EFL classroom interaction in Aceh Tengah, Indonesia. *Indonesian Journal of Applied Linguistics*, 8(3), 525-535. <https://ejournal.upi.edu/index.php/IJAL/article/view/15251/8794>
- Halim, N. M., Yasinta, W., & Abd Halim (2021). Teacher Talk: Student's Perception and Expectation in ELT Classroom. *Journal of Language Teaching*, 8(1). <https://ojs.unm.ac.id/ELT/article/view/19750/pdf>
- Rahayu, E. S., Herdiawan, R. D., & Syarifah, E. F. (2020). an Attitudinal System Analysis of Teacher's Talk in Efl Classroom Interaction. *ETERNAL (English Teaching Journal)*, 11(2), 1-9. <https://doi.org/10.26877/eternal.v11i2.7558>.
- Sari, N. M. N. (2022). An Analysis of Classroom Interaction in SMP Negeri 2 Tejakula. *Inspiring: English Education Journal*, 5(2), 73-81. [https://www.researchgate.net/publication/365900280\\_AN\\_ANALYSIS\\_OF\\_CLASSROOM\\_INTERACTION\\_ON\\_EFL\\_STUDENTS](https://www.researchgate.net/publication/365900280_AN_ANALYSIS_OF_CLASSROOM_INTERACTION_ON_EFL_STUDENTS)
- Wardani, A. D., Gunawan, I., Kusumaningrum, D, E., Benty, D, D, N., Sumarsono, R, B., Nurabadi, A & Handayani, L. Students Learning Motivation: A Conceptual Paper. *Advances in Social Science, Education and Humanities Research*. 487. [https://www.researchgate.net/publication/3471109089\\_Student\\_Learning\\_Motivation\\_A\\_Conceptual\\_Paper](https://www.researchgate.net/publication/3471109089_Student_Learning_Motivation_A_Conceptual_Paper).
- Winanta, A., Rochsantiningsih, D., & Supriyadi, S. (2020). Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(3), 328-343. <https://doi.org/10.34050/elsjish.v3i3.11061>
- Yuliana, R., Dewi, R., & Amin, B. (2021). Type of Teacher Talk to Support Students' Activeness in Online Classroom. *English and Literature Journal*, 8(1). <https://journal.uin-alauddin.ac.id/index.php/elite/article/view/20449>.