



**THE IMPACT OF TEACHERS' VERBAL AND NON-VERBAL
COMMUNICATION ON STUDENTS' MOTIVATION IN
LEARNING ENGLISH**

A THESIS

**Submitted in partial fulfilment of the requirement for
the Master's Degree in English Language Education**

by

**WAHYU MEGAWATI
0203516038**

**ENGLISH LANGUAGE EDUCATION
PASCASARJANA
UNIVERSITAS NEGERI SEMARANG
2020**

APPROVAL

This thesis entitled **“The Impact of Teachers’ Verbal and Non-Verbal Communication on the Students’ Motivation in Learning English”** by:

Name : Wahyu Megawati


Student Number : 0203516038

Study Program : English Language Education

Has been examined and defended on 3rd July 2020 in front of the board thesis examination.

Semarang, 3rd July 2020

Chairperson,



Dr. Eko Handoyo, M. Si
NIP. 196406081988031001

Secretary/Fourth Examiner,



Prof. Dr. Januarus Mujiyanto, M. Hum
NIP. 195312131983031002

First Examiner,



Prof. Dr. Dwi Rukmini, M. Pd
NIP. 195104151976032001

Second Examiner,



Dr. Rudi Hartono, M. Pd
NIP. 196909072002121001

Third Examiner,



Sri Wuli Fitriati, M. Pd, Ph. D.
NIP. 197510262005012001

MOTTO AND DEDICATION

“ Whereever we go, we will back to Allah”.

Izza_Mega

**This thesis is dedicated to English Language Education, Graduate Program
Semarang State University**

ABSTRACT

Megawati.2019. *The Impact of Teachers' Verbal and Non Verbal Communication on Students' Motivation in Learning English*. Thesis. English Department, Pascasarjana, Universitas Negeri Semarang. Supervised by Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D and Dr. Rudi Hartono, S.S., M.Pd

Key Words: Impact, Verbal Communication, Non-Verbal Communication, Motivation

Teaching English in Indonesia faced some problem that the students vocabularies in English is limited so it make the students difficult to understand the teachers' utterances. This main problem caused another problem, low motivation to learn English. By using non-verbal communication it is intended to help the students understand the teachers' verbal communication, so it can improves the students' motivation in learning English.

The thesis entitled " The Impact of Teachers' Verbal and Non Verbal Communication on Students' Motivation in Learning English" aims to analyze teachers' talk in order to explain the use of teachers' verbal communications in English classes, to analyze teachers' nonverbal behaviours in order to explain the use of teachers' nonverbal communications in English classes, to analyze teachers' talk in order to explain the impacts of teachers' verbal communications on students' motivation in English classes, to analyze teachers' nonverbal behaviours' in order to explain the impacts of teacher's nonverbal communications on students' motivation in English classes.

By using Framework of teacher talk according to Sinclair and Brazil (1985) to analyze the teachers' verbal communication in classroom and Framework of teacher non-verbal communication according to Wang and Loewen (2015) to analyze the teachers' non-verbal communication in English classroom. The data which are in the form of transcript and the teachers' behaviours from video recording were analyzed by using those two framework. Using the teachers' utterances and teachers' behaviours as the unit of analysis, several methods of analyzing data were done including organizing and preparing the data, coding, describing, interpreting. In order to validate the findings, the data and the analysis of this study examined with data source triangulation, using focus grup discussion to make the result convincing.

The findings shows that the most used of teachers' verbal in English class is questioning. It means that in teaching and learning process, teacher should involve the students to be active and communicative. The most used non-verbal communication by the teachers is the hand movements. The verbal communications that really motivates the students to learn English is question from the teacher, questions as the most motivating verbal communication for the students in learning English. The non-verbal communications used by the teachers that come from facial expressions as the most motivating non-verbal communications for the students in English classroom, through the teachers'

facial expression the atmosphere of the class will be conducted.

Finally, this thesis provides some suggestions regarding the implications of this study. For the English teachers, should combine the verbal communications with non-verbal communications well. Because there are a lot of verbal communication that became easier to understand through the help of non-verbal communications. They also have to give more questions to motivates their students in learning English. Every times they come to the class, teachers do many behaviours with their hand movements, but the most motivating non verbal communication comes from facial expression, so the teachers should give their best friendly facial expression in order to motivate the students in English classroom.

ACKNOWLEDGEMENTS

Bismillah, Alhamdulillahirobbilalamin. All the praises be to Allah. The first and foremost, the writer wishes to take the opportunity to express my greatest gratitude to Allah *Subhanahu wa taala* the Almighty for His blessing, grace, and strength leading to the completion of this thesis.

My deepest grateful appreciation goes to my supervisors, Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D and Dr. Rudi Hartono, S.S., M.Pd for their patience in providing guidance, feedback and advices as well as encouragement for this thesis. The writer has been incredibly fortunate to have advisors who gave me the chance to complete my thesis under their guidance. Thank you, *bu* Wuli and *pak* Rudi for carefully reading and patiently commenting this thesis draft so that the writer can learn many things. Both of you inspire and shape the writer to be a better student and researcher.

The writer also would like to express the thanks to all lecturers and staffs of the English Department of Pascasarjana, Universitas Negeri Semarang who have patiently given me worthy lesson, knowledge, help, and well cooperation during my study.

The writer is also thankful to *Bu. Nining and Pak Anwar* as it was such a great who gave me a chance to continue my study and gave the writer a nice place to held the research and get the data.

Last but not the least, I would like to thank my family, my friends and my students for supporting me spiritually throughout my life,

.In a brief, the writer realizes that a lot of fault or weaknesses may be found in this thesis. Therefore, suggestions are always needed. The writer highly hopes, this thesis will be useful for all the readers.

Semarang, Februari 2020

Wahyu Megawati

TABLE OF CONTENTS

	Page
MOTTO AND DEDICATION.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER	
I. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic.....	2
1.3 Research Questions.....	4
1.4 Objectives of the Study.....	4
1.5 Significance of the Study.....	5
1.6 Scope of the Study.....	7
1.7 Definitions of Key Terms.....	7
1.8 Organization of the Thesis.....	9
II. REVIEW OF RELATED LITERATURE	
2.1 Review of Previous Studies.....	13
2.2 Review of Theoretical Studies.....	20
2.2.1 Teachers' Verbal Communication.....	20

2.2.2	Teachers' Non-Verbal Communication.....	23
2.2.3	Motivation in Learning English.....	26
2.3	Theoretical Framework.....	26

III. RESEARCH METHODOLOGY

3.1	Research Assumptions.....	28
3.2	Research Approach.....	28
3.3	Subject and Object of The Study.....	29
3.4	Research Instruments.....	29
3.5	Roles of the Researcher.....	29
3.6	Unit of analysis.....	31
3.7	Procedures of Analyzing Data.....	32
3.8	Technique of Reporting Data.....	35
3.9	Triangulation.....	36

IV. FINDINGS AND DISCUSSIONS

4.1	Finding.....	37
4.1.1	The Use of Teacher's Verbal Communication in English Classes.....	38
4.1.2	The Use of Teachers' Non-Verbal Communication in English Classes..	56
4.1.3	The Impacts of Teachers' Verbal Communications on Students' Motivation in Learning English.....	64
4.1.4	The Impacts of Teachers' Non-Verbal Communications on Students' Motivation in Learning English.....	78
4.2	Discussion.....	90
4.3	Triangulation Result.....	95

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions..... 96

5.2 Suggestion..... 97

REFERENCES..... 99

LIST OF TABLES

Table		Page
2.1	Framework of teacher talk.....	21
3.1	Framework of teacher talk.....	34
3.2	Framework of teacher non-verbal communication.....	34
4.1	The Hand Gestures in English Class by Mrs.Dwi.....	57
4.2	The Hand Gestures in English Class by Mr. Yulis.....	58
4.3	The Hand Gestures in English Class by Mr. Kusmo.....	58
4.4	Head Movement by Mrs. Dwi during the English class.....	60
4.5	Affect display by Mrs. Dwi.....	61
4.6	Affect display by Mr. Yulis.....	61
4.7	Affect display by Mr.Kusumo.....	61
4.8	Emblems by Mrs.Dwi in English Class.....	62
4.9	Emblems by Mr.Yulis in English Class.....	63
4.10	Emblems by Mr.Kusum in English Class.....	63
5.1	Table For Hand Gestures And Students' Motivation In Learning English.....	79
5.2	Table For Head Movement And Students' Motivation In Learning English.....	82
5.3	Table of Affect Display and Students' Motivation in Learning English	85
5.4	Table of Emblems and Students' Motivation in Learning English.....	88

LIST OF APPENDICES

Appendix		Page
1	Teachers' Verbal Communication.....	107
2	Teachers' Non-Verbal Communication.....	107
3	List of Questionnaires.....	108
4	List of Instruments for Teachers' Non-Verbal Communication.....	111
5	Interview list.....	114

CHAPTER 1

INTRODUCTION

This chapter describes background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definitions of key terms, and organization of the thesis.

1.1 Background of the Study

Motivation is the main problem for many students in Indonesia and causing by many factors. For example, limited vocabularies in English, the complexity of English sentence, and the way in which teachers explain the materials really influencing the students' motivation. Especially related to Curriculum 2013 that teacher is the facilitator who has the main function to facilitate students in English mastery. Teachers should find some ways to make students more active in the class. To make them more active, of course they need a big motivation to follow the learning process.

Some researches proved that teachers' immediacy influenced their students' motivation in the classroom. According to Armstrong and Hope (2016), there is positive correlation between teacher communication and student motivation for four communication dimensions (challenging, non-verbal support, understanding and friendly, encouragement and praise).

It appears that the verbal and nonverbal behaviours of a course instructor/ teacher may be related to certain aspects of student's motivation. Teachers as educators specifically need to be aware of, communicate, and model elements of

immediacy to teacher candidate. Velez and Cano (2008) defined by praising student effort, using humour in the classroom, encouraging students to talk, and being open and willing to interact with students outside the class, teacher educators can begin to model behaviours to candidates which will help them to develop the closeness inducing skills of verbal and nonverbal immediacy.

There was a strong relationship among quality, amount, and the method of using nonverbal communication by teachers while teaching. Especially in English class, where students' have limited vocabularies so non-verbal communication will be helpful for students to understand teachers' verbal communication. Bambaero and Shokrpour (2017) defined more teachers use verbal and non-verbal communication, the more efficacious their education and students' academic progress.

Through this study, it is hoped that English teachers could improve their communication skill in the classroom by using verbal and nonverbal immediacy effectively to motivate students in English classroom. Six main themes are derived from all data collection: teacher as composer, teacher as constructor, teacher as conductor, teacher as mentor, teacher as mirror and teacher as vocalist. These themes emerged as the result of interaction between verbal language and its accompanied nonverbal communication.

1.2 Reasons for Choosing the Topic

This study is conducted based on the following reasons

English as foreign language is one among lessons that students faced more problems to mastery because of some reasons. One of them is lack of motivation. It caused by limited vocabularies mastery and uninteresting classroom interaction. The process of learning sometimes is running very boring. Teacher as facilitator should perform the attractive teaching process to make the class alive. Because in the classroom, teacher plays an important role to tell the messages that reinforce learning.

While teaching English, teachers send many verbal communications and use many nonverbal communication several times. Teachers use verbal communication to send the messages but sometimes the students do not understand caused by limitation of vocabulary. In another way, teachers use nonverbal communication to help the students to convey the messages. When the students understand more about the messages, it will become a big motivation for the students in learning English.

There is an internal motivation or push. An internal state impels one to act towards achieving a certain goal. Then there is an external motivation, or pull. It is when an external goal influences one's behaviour towards them. Brown (2007) stated that "Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner". Behaviour is a complex blend of internal pushes and external pulls. We can conclude that teacher's verbal and nonverbal communication is the external motivation and students' understanding of messages in English as foreign language classroom as internal motivation.

Through this study, it is hoped to know the best method of communication to be used in English class to gain students' motivation in English as Foreign Language classroom because teachers' action in English class will motivate students. It is also to know how to employ verbal communication effectively in English class related to the limitation of vocabularies mastery and to know how nonverbal communication can be used to support verbal communication considered to students' lack of motivation and limitation of vocabularies.

1.3 Research Questions

The research questions of this study are:

- 1) How do teachers use verbal communication in English classes?
- 2) How do teachers use non-verbal communication in English classes?
- 3) How do teachers' verbal communication impact on students' motivation in learning English?
- 4) How do teachers' non-verbal communication impact on students' motivation in learning English?

1.4 Objectives of the Study

The objectives of this study are:

- 1) To analyze teachers' talk in order to explain the use of teachers' verbal communications in English classes.

- 2) To analyze teachers' nonverbal behaviours in order to explain the use of teachers' nonverbal communications in English classes.
- 3) To analyze teachers' talk in order to explain the impacts of teachers' verbal communications on students' motivation in English classes.
- 4) To analyze teachers' nonverbal behaviours' in order to explain the impacts of teacher's nonverbal communications on students' motivation in English classes.

1.5 Significance of the Study

This study is expected to have significance as follows:

- 1) The use of teacher's verbal communications in English classes is explained, so that theoretically, it provides a proposition for the readers towards the development of communications theory which focuses on teachers' verbal communication in English class. Practically, it can be used by the teachers as a reference to improve their communication ability in English classes by using verbal communication more effectively in English class. Pedagogically, it encourages the teachers to realize the use of verbal communication in English class appropriately.
- 2) The use of teacher's non-verbal communications in English classes is explained, so that theoretically, it provides a proposition for the readers towards the development of communications theory which focuses on teachers' non-verbal communication in English class. Practically, it can be used by the teachers as a reference to improve their communication ability in

English classes by using non-verbal communication more effectively in English class. Pedagogically, it encourages the teachers to realize the use of non-verbal communication in English class appropriately.

- 3) The impacts of teacher's verbal communications on students' motivation in English classes is explained so that: theoretically, it provides a proposition for the readers towards the development of communications theory which focuses on teachers' verbal communication in English class about how the teachers' verbal communications give impact on students' motivation in learning English. Practically, it can be used by the teachers as a reference to determine the impact of teacher's verbal communications on students' motivation in learning English. Pedagogically, it encourages the teachers to derive how the impact of verbal communication on students' motivation in learning English.
- 4) The impacts of teacher's non-verbal communications on students' motivation in learning English is explained so that: theoretically, it provides a proposition for the readers towards the development of communications theory which focuses on teachers' non- verbal communication in English class about how the teachers' non-verbal communication give impact on students' motivation in learning English. Practically, it can be used by the teachers as a reference to determine the impact of teacher's non-verbal communications on students' motivation in learning English. Pedagogically, it encourages the teachers to derive how verbal communication on students' motivation in learning English.

1.6 Scope of the study

The scope of this study is teachers' verbal and non-verbal communications of junior high school in Semarang. The theories have been used that concern with the teacher talk proposed by Sinclair and Brazil (1985), teachers' nonverbal communications proposed by Wang and Loewen (2015) and students' motivation in English class proposed by Dornyei (1998). The participants are three English teachers in a junior high school in Semarang and students from three classes of eight grade students, by taken the sample of ten students in each class so there were thirty students as the participants.

1.7 Definitions of Key Terms

There are three key terminologies that the writer defines in this study:

1) Verbal Communication

In this study, verbal communication means teachers' talk or teachers' utterances along the teaching and learning process. The kinds of teachers' verbal communication in this study based on Sinclair and Brazil in 1985.

Sinclair and Brazil (1985) that consists of questioning, invitation, direction, inform, prompt, encouragement, criticizing, ignoring, acknowledgement, and comment. Because teachers' talks proposed by Sinclair and Brazil (1985) is the most appropriate and has the most complete phase of teachers' verbal communication in the classroom related to the students respon on English classroom.

2) *Nonverbal communication*

Non-verbal communication means teachers' behaviours that appear along the English class. This study prefers to nonverbal communication based on Wang and Loewen (2015). According to Wang and Loewen (2015), nonverbal communication categorizes as hand gestures (iconic gestures, metaphoric gestures, deictic gestures, beat gestures), head movements, affect displays, and emblems. Because the term used in this categories more suitable and clear to be used in this research.

3) *Motivation in learning English*

Lightbown and Spada (1999) note that motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner's communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown (2001) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us getting new knowledge, skills, and motivation pushes us or encourages us to go through the learning process.

Dorneyi (2001) stresses the importance of teacher's enthusiasm as teachers who are really enthusiastic for their subject can affect their students' attitude to learning it. English teachers that exhibit their passion for the language, underline advantages of mastering it, utilize a lot of authentic material, appreciate the culture of the English-speaking countries and enjoy talking about them certainly influence their students so that they could see the value of learning the languages.

1.8. Organization of the Thesis

This thesis organizes into five chapters. The first chapter is the introduction that presents some basic elements of the study including the background of the study, reasons for choosing the topic, research questions, and objectives of the study, significance of the study, scope of the study, definitions of key terminologies, and organization of the thesis. In the background of the study, the writer explains the problems that faced by the students in learning English, the correlation between teachers' communication and the students' motivation. There was also strong relationship among quality, amount and the method of using non-verbal communication by teachers while teaching. Through this study, it is hoped that teachers improve their communication skill in the classroom by using verbal and non-verbal communications in English class.

The other information presented in the first chapter is reasons for choosing this topic in combining the use of verbal and non-verbal communications in English class. This study convinces that it is needed to be conducted due to some reasons. The first is the important of teachers' verbal communication to motivate students in learning English. The second is how to employ the verbal and non-verbal communication effectively in English class, and the last is how the impacts of teachers' verbal and non-verbal communication on students' motivation in learning English. The first chapter also discusses the statement of problems, which is divided into four main research questions. The first is how do teachers' verbal communications use in English classess. the second is how do teachers' non- verbal communications use in English classess, the third is how does the the impacts of

teachers' verbal communication on students' motivation in learning English, and the fourth is how does the the impacts of teachers' non-verbal communication on students' motivation in learning English.

Since there are four research questions, this study aims to find the answers of those questions. There are four objectives of the study, i.e. to explain the use of teacher's verbal communications in English classes, to explain the use of teacher's non-verbal communications in English classes, to explain the impacts of teacher's verbal communications on students' motivation in English classes, and to explain the impacts of teacher's non-verbal communications on students' motivation students in English classes. This study has some significance that can be divided into three parts. They are theoretical significance, practical significance, and pedagogical significance.

The first chapter also provides the scope of the study and the definitions of key terminologies. The scope of this explains teachers' verbal communication proposed by Sinclair and Brazil (1985), teachers' non-verbal communication proposed by Wang and Loewen (2015) teacher talk proposed by Sinclair and Brazil (1985), and motivation in language learning proposed by Dornyei (2001). The definitions of key terminologies consist of teachers' verbal communication, teachers' non-verbal communication, and students' motivation in learning English. Finally, the last part of the first chapter is organization of the thesis that can be said as the summary of the thesis. It contains the briefly explanation of each component of every chapter. By reading this part, the readers are expected to be able to understand easily the whole contents of the thesis.

The second chapter of this thesis is a review of related literature. It contains of three major parts: review of previous studies, review of theoretical studies, and theoretical framework. The review of previous studies is classified into teachers' verbal communication, teachers' non-verbal communication and motivation in learning language. The writer puts 60 articles that divided into some groups like the use of verbal communication in the classroom, the use of non-verbal communication in classroom and the influence of teachers' immediacy to their students. In addition, the review of theoretical studies involves teachers' verbal communication, teachers' non-verbal communication and students' motivation in learning language. The last section is about the theoretical framework that becomes the ground theories of doing this current study.

The third chapter of the thesis is research methodology. It contains of research assumptions, research approach, types of data, research instruments, roles of the researcher, unit of analysis, procedure of analysing data, technique of reporting data, and triangulation. In this chapter, first, the writer shows the assumptions that teachers' verbal and non-verbal communication give impact to students' motivation in learning English. The writer mentions subject and object of this study. The subject is three English teacher and sixty students from junior high school in central Java and the objects of this study are teacher's verbal and non-verbal communication in English class. The writer is as data recorder and data analyst in analyzing and interpreting the data in the unit of teachers's verbal and non-verbal communication. Moreover, in collecting the data, the writer used instruments such as observation through video recordings and interview.

The fourth chapter contains the findings and discussions supported by the evidence and interpretation of the result. The findings map out the use of teacher's verbal communications in English classes, the use of teacher's verbal communications in English classes, the impact of teachers' verbal communication on students' motivation in learning English, and the impact of teachers' non-verbal communication on students' motivation in learning English.

The last chapter, which is chapter five, deals with conclusions and suggestions. Firstly, the conclusions of this study related to how teachers use verbal communications in English classes, how teachers use non-verbal communications in English classes, how is the impact of teachers' verbal communications to motivate students in learning English, and how is the impact of teachers' non-verbal communications on students' motivation in learning English. Secondly, the suggestions of the study are presented for English language teachers or coaches, and for further researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes review of previous studies, review of theoretical studies which contains of teachers' competence pedagogically and communicatively in managing classroom especially English classes, the interaction in the classroom, the patterns of classroom interaction, verbal and non-verbal communication by teachers in classroom and theoretical framework of the study.

2.1. Review of Previous Studies

This part discusses the development theory of teachers' competences in communication, classroom interaction, verbal and non verbal communication used by teachers in EFL classroom, and students' motivation. The various studies have been conducted focussing on teachers communicative competence, verbal and non verbal communication, and also motivation of the students particularly in EFL classroom. The writer has reviewed some studies about communicative competences of the teachers in EFL classroom interaction as the way to maintain the process of teaching and learning run well. Besides, the studies about verbal and non verbal communication in some levels of education also became the basic theory for this study because most the researchers stated that the applying of verbal and non verbal communication in classroom give the worthwhile effects in achieving students' achievements.

Various studies have been conducted focusing on teachers' competence pedagogically and communicatively in managing classroom; especially English

classes (see e.g. Swanson, 2015; Ubaedilah & Hartono, 2016; Aimah et al., 2017; and Hartono et al., 2017). They stated that teacher's competence in managing the classroom becomes a significant factor in the students' comprehension, and further, in developing their competence. Those studies aimed to observe and give the evidence of the use lesson study in helping the teacher to have the other's perspective, especially in the process of teaching to strengthen their strategies and classroom management. They believed that teachers' competence was able to foster significant teaching skill to develop the quality of teaching and learning. Besides, they stated that the developing of training English model could enhance the teachers' competence and teachers' professional development.

Focusing on the interaction in the classroom, Nugroho (2010) and Setianingrum et al. (2016) studied about the teacher and the students' interaction during the process of teaching and learning. According to them, in communicative language teaching, interaction seems to be very important for language teachers since this is, in fact, the heart of communication and this is also what communication is all about. Through interaction, teachers are enabled to do various jobs for the success of their language teaching. Teaching language is not only a matter of transferring knowledge but this is also a matter of how to make students understand about using the target language correctly either actively or passively as what has been demanded by nowadays competitive era.

The patterns of classroom interaction are important because the teacher would know the classroom atmosphere and develop his teaching skill and method. Consequently, it aims to create the teaching and learning process more effective

and fun. Relating to the classroom interaction, Pujiastuti (2013) and Tay (2014) held studies about the classroom interaction in English for young learners and the use of body language in English teaching. The studies revealed some categories of teacher talk from the highest to the lowest frequency. In addition, Setiawati (2012) and Fitriati (2016) studied about teachers' talk in classroom. The finding of the study also revealed the role of the teacher as the controller. It can be shown from the high percentage of giving direction, lecturing and asking question by which the teacher led the flow of interaction.

In addition, some researchers conducted study about verbal responses and verbal politeness in some utterances (see e.g Fitriati et al., 2017; Mujiyanto, 2017). The study aimed at exploring and examining English language teachers' skills in questioning to enhance students verbal responses in EFL classes. The findings showed that the teachers used mostly four questioning strategies. The first teacher often applied decomposition strategy where the initial question was elaborated into some questions, while the second teacher tended to use repetition strategy. Moreover, teachers' questioning skills is crucial to successfully make students engaged in the classroom interaction, enhance students' verbal responses, and lead to the comprehension of the lesson.

Some scholars also tried to combine between verbal languages and visual expressions or visual images in English textbooks. In teaching students especially for young learners, one of the biggest challenges faced by teachers is classroom management. The major reasons of the challenges were negative student attitudes and discipline. Based on those reasons, it is urgent to implement the physical and

psychosocial environments in managing English classes. In addition, they revealed that the implementation of physical environment in managing English classes for young learners was determined depending on the learning activities and the students' need. There were also relations between physical and psychosocial environments in managing English classes for young learners to control students' behaviour in the classroom because both of classroom management were beneficial to facilitate students in learning English. Besides, the relation between verbal and visual text in English textbooks would be dominantly by cultural dimension (see e.g. Saputra et al., 2016 and Farida et al., 2018).

Besides focusing on teachers' competences and classroom interaction, some studies also concerns on nonverbal communication. Many researchers focus on investigating nonverbal communication used by either the teacher or even the students. Hounq (2002), Mohammed (2006), Haneef et al. (2014), Pan (2014), and Pundey (2017), their studies proved that teacher and students should know about the significance of nonverbal communication. The findings were nonverbal communication as an effective way to get the students' attention in the classroom. Furthermore, teacher's nonverbal messages inspire the students to participate during the lesson and nonverbal command helps the teacher to control the classroom.

In addition, nonverbal communication also plays the important roles to improve English teaching. Nonverbal communication should be support with teacher skill and knowledge in English so students understand English and improve their communicative abilities. In this case, symbols and gestures belong to

nonverbal communication. These researchers proved that nonverbal communication plays more than 70% roles in the field of teaching. By using the in line between symbols or gestures and intentions by the teacher can motivated and facilitated students in learning. This statement also supported by some researchers (see e.g. Zeki, 2009; Bunglowala & Bunglowala, 2015; and Karim & Sotoudehnama, 2017). They revealed that it could motivate students in learning process when teachers use the non-verbal communication properly. Proper use of facial expression, body movement, eye contact, and others forms of nonverbal communication helps teachers to provide better understanding to the students in the achievement of their understanding.

Ali (2011); Barry (2013); Kožić et al. (2013); Husna et al. (2015), and Bambaeroo and Shokrpour (2017) conducted about nonverbal communication in the classroom. Based on their research, it indicates that the high amount of direct teacher's talks affects the amount of student's talks and teacher does almost her nonverbal communication to support her talk. The impact of the students' nonverbal communication on success in teaching showed that there was a strong relationship among teacher's nonverbal communication and the quality in teaching and learning. The more teacher uses nonverbal communication; students will get better progress on their result of learning. It is also found that teacher's nonverbal communication skill brings positive change in students' life because by employing good nonverbal communication it means teacher build good relationship to the students. It also will improve students' ability in communication skill so the various classroom outcomes

such as student motivation, student satisfaction, and students learning can be achieved easily.

Besides focusing on one of type of communication either verbal or only nonverbal communication, some researchers also gave more attention to study by combining verbal and nonverbal communication (see e.g. Hsu, 2006; Hsu & Roso, 2006; Guerrero & Georgakopoulos, 2010; Liando, 2010; Roberts & Friedman, 2013; Febvre & Allen, 2014; and Ballester, 2015). Their studies indicated that teachers' verbal immediacy behaviours were positively correlated at a statistically significant level with students' willingness to speak in English in English classes. Similarly, teachers' nonverbal immediacy behaviours were statistically correlated with students' willingness to speak English.

However, teachers employing verbal immediacy behaviours accounted for more variance in students' willingness to speak than did nonverbal immediacy or combining both verbal and nonverbal immediacy. The findings of the study reinforce the literature on the uniqueness of cultural implications for teachers' verbal and nonverbal immediacy. Besides, nonverbal behaviours are significant predictors to students' motivation for learning English. It is also suggested that students' motivation for learning English is likely enhanced when the teacher utilizes the following behaviours: smile, gesture, has a relaxed body position, uses a variety of vocal expression, and uses a monotone voice while teaching.

Construing the students' motivation in learning English, some researchers also concerned on the media of learning based on the skills that the teacher wanted

to achieve (see e.g. Seo, 2011; Rizki et al., 2013; Rofi'i et al., 2014; Kusdianang & Bharati, 2016; Samsudin & Sukrisno, 2016; and Apriliyanti et al., 2018). Some of them tried to use picture games and storytelling to know the students' achievement in learning vocabulary and speaking ability. The results showed, the students felt difficulty in receiving lesson material that taught by teacher because lack of vocabulary mastery, and students' motivation were still low. Besides, they also analyse the cultural elements and cultural types in textbooks to motivate students in learning. By applying picture games, storytelling, and cultural elements in textbook, it was to reduce the problems faced by students in learning, to improve motivation, and to improve students' achievement in learning English as foreign language.

Before implementing some media in learning, motivations strategies are important to know in order to improve students' motivation, the understanding about motivation theories, the key factors of motivation, the role of motivation (see e.g. Keblawi, nd; Schmidt et al., nd; Wimolmes, nd; Henning, 2009; Dailey, 2009; Ghenghesh, 2010; Mahadi & Jafari, 2012; Zaman, 2015; Vibulphol, 2016; and Gopalan et al., 2017). They stated that for the last 50 years, linguists have been trying to answer this question by determining what motivational factors encourage an individual to learn a foreign language. Motivation apparently is a vital component to learn an L2 and some consider it one of the most essential factors for learning a foreign language. Therefore, the question has moved from whether motivation is a key factor for learning a foreign language to what creates motivation, and how teachers can nurture it in their students and classrooms.

In addition, some researchers such as Veronica (nd), Qashoa (2006), Tamimi and Shuib (2009), Ghazvini and Khajerpour (2011), Leal (2012), Long and Chen (2013), and Ahmed (2015), also studied about motivation among learners in various levels of education. They revealed that levels of education can affect the choosing of media of learning. On the other hand, some scholars focused on both low and high motivations (see e.g. Velez & Cano, 2008; Indriati & Rukmini, 2016). They stated that between teacher immediacy and student motivation get some result that verbal and nonverbal behaviours of a course instructor may be related to certain aspects of student motivation. Student will have a greater likelihood emotionally and cognitively engaging in a course when the instructor demonstrates verbal and nonverbal immediacy.

2.2. Review of Theoretical Studies

This review of theoretical background gives explanation about some theories related to the study. It is about (1) teachers' verbal communication, (2) teachers' non-verbal communication, (3) motivation in learning English.

2.2.1 Teachers' Verbal Communication

Teachers' verbal communications in this study also means as teachers talks. According to Sinclair and Brazil (1985), there are three phases in most interaction occur. The phase called as "IRF" in which three moves would be involved: an initiating move (I), a responding move(R) and a follow up move (F). It is referred as the basic structure of exchange that takes place in every process of imparting knowledge, especially in language classes. Because this study focuses on teacher

talk, the phase will be observed as the main data on two phases that moves come from the teacher, those phases are initiating moves and follow up moves that each phase consists of teacher talk in different types. The following framework of teacher talk is used as guidance for observation and interview for this study.

Table 2.1
Framework of teacher talk according to Sinclair and Brazil (1985)

Interaction	Initiation		Questioning
			Invitation
			Direction
	Follow-up	To no and incorrect answer	Inform
			Prompt
			Encouragement
			Criticizing
			Ignoring
		To correct answer	Acknowledgement
			Comment

a. Question

Question is a request for information and it is the commonest and most straightforward way to make students to talk in the class according to classroom observation. An example when the teacher asks the student “*On which paragraph you can find the answer?*”

b. Invitation

Invitation means that teacher uses the presiding languages, act as chairperson or a host, or uses imperative and interrogative sentences to ask students to do some

activities. Example: *“would you like to present your group discussion result in front of the class?”*

c. Direction

Direction means an authoritative direction to obey or an order of the teacher.

Example: *“discuss this with your group for twenty minutes, and then you may present it in front of other group.”*

d. Inform

Informing is a direct way to help students realize their mistake. It involves the provisions of explicit information about the linguistic form that perceived as the problem. Example: *“you can give an example here.”*

e. Prompt

Prompt is an attempt to get the participant produce the correct answer by the use of a clue to indicate the location and/or nature of the error, or requesting the student to make a clarification of what he has just said. Example: *“are you sure this is the right answer to choose?”*

f. Encouragement

Encouragement is an act of inspiring with hope, courage, or confidence, the behaviour of heartening. Example: *“don’t worry about right or true, just tell us what your opinion”*.

g. Criticizing

Criticizing is an act of comment on students' incorrect response severely. Example:

“you'd better to pay more attention to the lesson, OK?”

h. Ignoring

Ignoring refers to the situation where he/she pays no attention to students' mistake or turns to another student when the first one cannot give an answer. Example: *“who wants to answer the question?”*

i. Comment

Comments of some kinds is given by the teacher sometimes to encourage the students providing the answer, and sometimes to let others notice what is given by the students, and sometimes to encourage others as well. Example: *“very good, for another student you can notice it in your note book!”*

j. Acknowledgement

Acknowledgement refers to the very brief feedback from the teacher in response to correct answer. Example: *“that's good!”*

2.2.2 Teacher's Non-Verbal Communication

According to Wang and Loewen (2015), there are five categories of nonverbal behaviours of teachers in the classroom. Those are hand gestures, head movements, affect displays, and emblems. The categories defined as the following:

a. Hand Gestures

Hand gestures divided into four gestures. There are iconic gestures, metaphoric gestures, deictic gestures and beat gestures.

1. Iconic gestures

Iconic gestures are gestures when the speakers use the hands and or arms to represent the actual forms of objects and/or actions that are closely related to the semantic contents of the utterance. Example: when teacher ask the students to open the book, teacher move his hand as if he were opening the book.

2. Metaphoric Gestures

Metaphoric Gestures happen when the speakers use the hand and/or arms to show the images of abstract concepts and/or ideas rather than the actual form of objects and/or actions shown by iconic gestures. Example: teacher show her thumb up to give comment that her students answer is good.

3. Deictic Gestures

Deictic gesture is an act when the speakers point to something or someone with the finger or the palm of the hand, representing both concrete and abstract entities. Example: teacher pointed to the sentence that is written in the whiteboard before explain the structure.

4. Beat Gestures

Beat gestures are speakers move the hand with a rhythmical pulse. Typically, a beat gesture is a simple flick of the hand or movement of fingers up and down or back and forth, following the stress peaks of speech. Example: teacher move her hand up and down to warn the students to read the text with intonation.

b. Head movements

Head movement are speakers display head movements such as nodding, head shaking, or tilting the head to one side; these movements can be regarded as extensions of hand gestures. Teachers are nodding their head to show their agreement to the students' answer.

c. Affect displays

Affect displays are speakers reveal emotions such as happiness, fear, sadness, anger, distraction, and interest, especially through facial expression. For example, teacher gives big smile to the students when the students answer is good.

d. Emblems

Emblems are speakers display nonverbal acts that understood by all members of the same cultural group. For example, putting the palm next to the ear means, "I cannot hear you" in Japan, and forming a circle with the thumb and index finger means "OK" in Western cultures. However, many emblems, especially Western ones, are intercultural, and Japanese people often use the OK emblem as well.

2.2.3 Motivation in Learning English

According to Dörnyei(2001) motivation is one of the major individual difference variables that has proved to have significant impact on the language learning success. Furthermore, Dörnyei & Chan (2013) sum up the L2 motivational Self System draws the attention to three primary sources of the motivation to learn an L2: (a) the learners' internal desire to become an effective L2 user, (b) social pressures coming from the learner's environment to master the L2, and (c) the actual experience of being engaged in the L2 learning process.

Since this research focuses on how teachers motivate their students, the framework is a more appropriate model for gathering research data in the present study. Dörnyei (1998:131) suggested "Ten Commandments for Motivating Language Learners". They suggests setting a personal example with your own behaviour, creating a pleasant, relaxed atmosphere in the classroom, developing a good relationship with the learners, increasing the learner's linguistic self-confidence, set a personal example with your own behavior, make the language classes interesting, promote learner autonomy, personalize the learning process, increase the learners' goal orientedness and familiarizing learners with the target language culture.

2.3. Theoretical Framework

In this study, the writer used the recording of teachers' verbal or teacher talk and non-verbal communication in English classroom as the main source of data. Teachers verbal communications will be analysed based on Sinclair and Brazil

(1985) and teachers' nonverbal communication proposed by Wang and Loewen (2015). From the recording, observation, interview, and questionnaire about teacher's verbal and nonverbal communication, it analysed how they use and how the effects of teachers' verbal and non-verbal communication on students' motivation in English classes. The theoretical framework of this study is displayed in Figure 2.1.

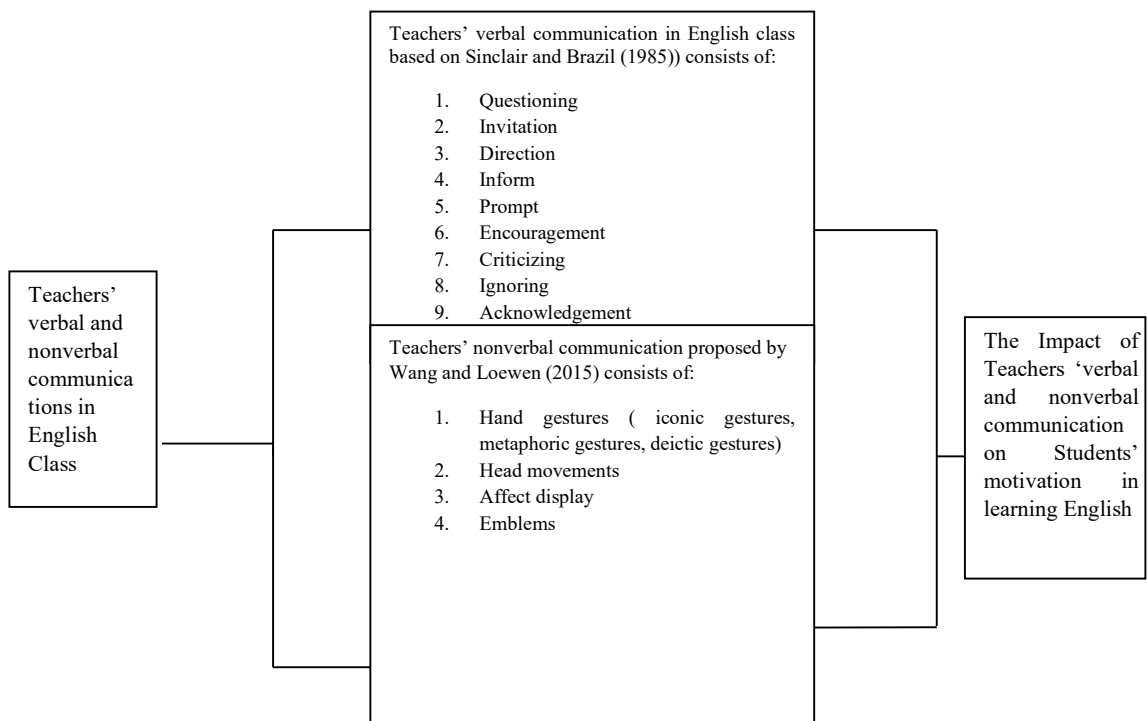


Figure 2.1

Theoretical Framework of the Present Study

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research assumptions, types of data, research instruments, roles of the researcher, unit of analysis, procedures of analyzing data, technique of reporting data, and triangulation.

3.1 Research Assumptions

The writer assumed that teachers do not only use the verbal communications but also non-verbal communications in English classes. Another assumption that teachers' verbal and nonverbal communications in English classroom interaction impacts to students' motivation in learning English. By using Sinclair and Brazil (1985) about teachers' verbal communication in English class and teachers' nonverbal communication proposed by Wang and Loewen (2015), the writer attempted to make sure the assumption that teacher's verbal and nonverbal communications impact on students' motivation in learning English.

3.2 Research Approach

This study is a qualitative case study. According to Creswell (2012), in a qualitative case study, we identify the participant and site on purposeful sampling. It can help us to understand our central phenomenon, gain access to these individuals and sites by obtaining permissions, consider what types of information will be the best answer for the research question, design instrument for collecting and recording the information, and administer the data collection with special attention that may arise. For the access, this study held in a junior high school in Semarang. The participants

were three English teachers and three classes of eight years students. The information collected from the observation, teachers and students answer from interviews were held in focus group interview after showing some recording.

3.3 Subject and Object of The Study

The subject of this study were three teachers from junior high school in Semarang who teach the eight year students in the academic year of 2018/2019. The objects of this study were the verbal and non-verbal communications in English classes.

3.4 Research Instruments

The instruments were applied to gain the data from observing through video recordings , questionnaire and interviews.

- a) Used the table of teachers' verbal communication to analyse teachers' verbal communication times (see appendix 1).
- b) Used the table of teachers' non-verbal communication to analyse teachers' non-verbal communication times (see appendix 2).
- c) Used questionnaire and interview to know the impact of teachers' verbal communication on students' motivation in learning English (see appendix 3).
- d) Used questionnaire and interview to know the impact of teachers' non-verbal communication on students' motivation in learning English (see appendix 4).

3.5 Roles of the Researcher

The writer was the data recorder, the interviewer and the data analyst.

- a) Data Recorder

Cresswell (2012) stated that the data collection process includes setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. In this case, the writer collected the teacher's verbal and nonverbal communication as data from interaction between teacher and students in English classroom.

b) Interviewer

This research carried out by descriptive qualitative case study research design, through which the researcher focuses on in depth study of smaller samples. According to Dougherty (as cited in Baum, 2002), qualitative methodology is a method in which the researcher does not involve measurements or statistic but focused on is people's own thought, feelings, opinion, beliefs and perception. The purpose of this method is to describe some important qualities of social phenomenon. As stated in objective of the study, this study aimed to describe teacher verbal based on Sinclair and Brazil (1982) and teachers' nonverbal communication based on Wang and Loewen (2015). Based on the purpose to analyze classroom interaction, qualitative research method is considered as the appropriate one to use in this study. Since qualitative research based on the principle that social life is inherently complex. This is in line with Stake (2010) defined that the characteristics of qualitative research, which are situational, interpretive, and its contexts are described in detail.

Moreover, according to Baxter and Jack (2008), qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. They also argued that it ensures that the issue is not explored through one lens, but rather a variety of lenses that allows for multiple facets of the phenomenon to be revealed and understood. From the result of interviewing the teacher and the students, I hope to get more information about the use of teacher's verbal and nonverbal communication in English classroom. From the result of interviewing the students, it is hoped to get more information how teacher's verbal and nonverbal communication give impact to students' motivation in learning English.

c) Data analyst

According to Creswell (2012), data analysis and interpretation involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data. In this study, the writer analysed teacher's verbal and nonverbal communication based on data from the video recording of English classroom interaction by coding, analyzing, and writing the finding as narrative.

3.6 Unit of Analysis

The unit of analysis in this study are teachers' talks, teachers' nonverbal behaviours in English classes and students' motivation in learning English. Based on Sinclair and Brazil (1980), there are some categories of teacher talk that can be analysed inside the initiation move consists of question, invitation, direction and follow up move, prompt, encouragement, criticizing, ignoring, acknowledgement, comment

for in every exchange of English classes. The unit of nonverbal communication will be analysed based on Wang and Loewen (2015) which consists of hand gestures (iconic, metaphoric, deictic gestures, beat gestures), head movements, affect display, and emblems.

The students' motivation in learning English will be identify by using some principles proposed by Dorneyi (2001) that in motivating students in learning English teachers should practice some motivational teaching practice that consist of suggests setting a personal example with your own behaviour, creating a pleasant, relaxed atmosphere in the classroom, developing a good relationship with the learners, increasing the learner's linguistic self-confidence, set a personal example with your own behavior, make the language classes interesting, promote learner autonomy, personalize the learning process, increase the learners' goal orientedness and familiarizing learners with the target language culture.

3.7 Procedures of Analysing Data

There are some procedures in analysing data as follows:

- a) Organizing and preparing the data for analysis

This study purposed to analyse and describe the influence of teacher talk categories that mostly used in classroom, on learner talk, as a part of classroom interaction. According to Gillham (2000), regarding qualitative research design, it is suitable to use video record, since qualitative methods focus primarily on the evidences, such as what people tell you or what people do, so they can lead to the understanding of what is going on. Additionally, Stake (2010) stated the researcher uses this

technique because through observation data the researcher could see, hear or feel about who, what, when, where and why particular phenomenon happen, and relate them to the research questions. The primary intent of this observation is to investigate how actually teacher delivers the lessons through her language, and which categories of teacher talk it is included. In this case, observation is conducted in order to know every single part of the learning process, particularly when the teacher interacts with the students in the learning activities. Furthermore, it is also expected to know teacher's nonverbal language delivery through the learning process.

b) Coding and Analysing the Data

After the data of videotaping is completely transcribed, it was encoded into the categories of teacher verbal communication based on Sinclair and Brazil (1980) and teacher nonverbal communication based on Wang and Loewen (2015). Alwasilah (2002) proposed coding and analysing the data help the researcher in: (1) identifying a phenomenon, (2) counting the frequency of a phenomenon, (3) showing the relation of code frequency within culmination of findings, (4) arranging the categorization and sub-categorization. Every teacher's immediacy should be classified based on the number of the teacher verbal and nonverbal communication as follows:

Table 3.1
 Framework of teacher talk according to Sinclair and Brazil (1985)

Interaction	initiation		Questioning
			Invitation
			Direction
	Follow-up	To no and incorrect answer	Inform
			Prompt
			Encouragement
			Criticizing
			Ignoring
			Acknowledgement
		To correct answer	Comment

Table 3.2
 Framework of teacher non-verbal communication according to Wang and Loewen (2015)

Hand gestures	Iconic gestures
	Metaphoric gestures
	Deictic gestures
	Beat gestures
Head movements	
Affect display	
Emblems	

After coding process finishes, then will be continuing with analysing the data from the result of open-ended interviewing the participants.

c) Describing the data

From the coding and analysing result, the writer described the result into detailed information about categories or themes that are analysed. In this study, the researcher will describe the use of teachers' verbal communication or teachers'

talks and teachers' nonverbal communication in English classroom and its impact on students' motivation in learning English.

d) Interpreting the data

By interpreting the data, the result can be used to confirm the past information or diverge it. The writer might describe how the narrative outcome compares with theories and the general literature on the topic. In the other hand, from teachers' talk and teachers' nonverbal communication during English classes, it was useful to confirm whether the use of verbal and nonverbal communication enhance the students' motivation in learning English, especially for junior high school level.

3.8 Technique of Reporting Data

The result of the study presented in descriptive or narrative form. The writer classified the result of analysis in order to answer the research question and divided the point into four parts as follows:

- a) The utterances of teacher's verbal communication in English classes are to know the use of each category of teacher verbal communication or teachers talks.
- b) The behaviour of teacher's nonverbal communication in English classes are to know the use of each category of teacher nonverbal communication.
- c) The perception and response of the students in English classes about their teacher verbal communication are to know the impact of teacher verbal communication in enhancing their motivation in learning English.

- d) The perception and response of the students in the English classes about their teacher nonverbal communication are to know the impact of teachers' nonverbal communication in enhancing their motivation in learning English.

3.9 Triangulation

This study used methodological triangulation where the data accrued more than one method to gather data. This kind of triangulation using more than one method to gather data. The data were collected with the same method in two times, in the first semester by one by one interview, observation and questionnaire. The second semester by focusing group discussion with the same interview list and the same questionnaire.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter reports the findings of the data analysis and the discussions of the research findings. As the writer explained in the first chapter, the objectives of this study are to explain the use of teacher's verbal communications in English classes, to explain the use of teacher's non-verbal communications in English classes, to explain the impacts of teacher's verbal communications on students' motivation in learning English, to explain the impacts of teacher's nonverbal communications on students' motivation in learning English. Therefore, the section in this chapter follows the statement of the objectives of the study.

In this study, there are four main findings and discussions to answer the research question, i. e. the use of teachers' verbal communications in English classes, the use of teachers' non-verbal communications in English classes, the impacts of teachers' verbal communications on students' motivation in learning English, and the impacts of teachers' non-verbal communications on students' motivation in learning English.

4.1. FINDING

The findings consist of the example of verbal communications by English teachers, the example of non-verbal communications by English teachers, the impact of teachers' verbal and non-verbal communications on students' motivation in learning English.

4.1.1. The use of teachers' verbal communications in English classes

In this study, the use of teachers' verbal communications in English classes is explained in two forms, the examples of teachers' verbal communications and the functions.

a) Questioning

According to Newton (2013), questioning is a strategy that has the potential to support students of all ages as they relate facts, construct meanings, satisfy their curiosity, make decision, solve problems to build and change their mental models of the world in which they live.

From the observation of teaching and learning process in English class by the teachers. There are some utterances and the functions of questioning that are used by the teachers in English classes.

There were some questionings used by Mrs. Dwi in teaching and learning process. The instance of the questioning is displayed in extract 1:

Extract 1

What have you learned on last meeting? Have you learned about "will"?

The example above shows that the teacher utters some questions to review and summarize the previous lesson. Besides, to start teaching and learning process, a teacher needs to check students' knowledge by using some questioning.

Extract 2

Are you with me?

Teacher uses the extract 2 to make sure that students focus on teaching and learning process and to gain students' attention.

Extract 3

Do you understand? Do you have question?

Teacher used in extract 3 used to check students' understanding, to enable students' in asking questions, and to clarify their comprehension.

There were some questionings used by Mr. Yulis in teaching and learning process. The instance of the questioning is displayed in these extracts:

Extract 4

How is your life?

By using extract 4 in the teaching and learning process, teacher needs to open the class by asking the students' condition or to melted the class atmosphere.

Extract 5

What is your name?

Teacher uses the extract 5 to nurture insight by exposing new relationships with his/her students.

Extract 6

What have you learned?

That utterance was used to review and encourage students' reflection about what have been they learned.

There were some questionings used by Mr. Kusumo in teaching and learning process. The instance of the questioning is displayed in the extracts:

Extract 7

Have you found it? Are you ready?

In extract 7, teacher start teaching and learning process, teacher needs to check students' preparation in order to get the good result.

Extract 8

What about you? Do you love your father? Do you love your mother?

Teacher uses the extract 8 to stimulate students' thinking. In this case, by giving more questions, teacher knew about students' comprehension or knowledge.

Extract 9

Who wants to present your group result?

Extract 9 was used to invite students in taking part during the lesson so the target of curriculum will be reached up.

b) Invitation

Based on the observation and the interview, there are some utterances used by the teachers during the English classes and it's functions, those are as below:

There were some invitations used by Mrs. Dwi in teaching and learning process. The instance of the invitation is displayed in Extract 10.

Extract 10

Please lead the class to pray

In extract 10 the teacher start teaching and learning process, teacher needs to invite students in this case the captain of the classroom in leading his/her friends to pray.

Extract 11

Other please? Can you find other verbs?

The teacher uses verbal in extract 11 to give more opportunities to the students in expressing their idea. The teacher should engage all the students to act in the teaching and learning process.

Extract 12

Ok everybody, listen and repeat after me, please!

Teacher used that utterance in extract 12 in order to give the instruction to the students.

There were some invitations used by Mr. Yulis in teaching and learning process.

The instance of the invitation is displayed in these extracts:

Extract 13

Come on everyone in the behind, come on another listen

In teaching and learning process, teacher needs to calm down the students. Besides, teacher used some utterances to get the students' attention or they can focus on every step in the classroom.

Extract 14

Who's next?

The teacher in extract 14 wants all the students should get the same chance in teaching and learning process. In the other hand, teacher needs to invite the students to get turn in order to be active in the classroom.

Extract 15

please stand up based on your group!

In extract 15 the teacher try to discipline the students and to build their cooperation in teamwork.

There were some questionings used by Mr. Kusumo in teaching and learning process. The instance of the invitation is displayed in these extracts:

Extract 16

Let's read the greeting card together !

One way to make students active in the classroom is by inviting them to do an activity such as asking them to read a text. In this case, teacher used utterance in

extract 16 to ask the students for doing or reading a text.

Extract 17

You rewrite it down but please different picture

A good teacher should invite not only the active students but the passive students also in doing activities in the classroom. By inviting the students to rewrite different picture, it means teacher wants all the students to take part in teaching and learning process.

Extract 18

Very good. Applause to Daeren and group three (students applause sound)

In Extract 18, the teacher try to give appreciation for the students' achievement.

c) Direction

Based on the observation and the interview, some directions were given by the teachers to the students during the classes with some reasons or functions. Those are below:

There were some directions used by Mrs. Dwi in teaching and learning process.

The instance of the direction is displayed in these extracts:

Extract 19

Ok, before we start our material, so we have to review or recall your memories about the previous meeting

In extract 19, the teacher needs to tell the students to memorize the last meeting

lesson, before continue the lesson.

Extract 20

Now, I will devide you into six groups, no, seven groups, sorry. So you have to count one till seven. Said one, Said one, Said one.

In extract 20, teacher uses the utterances above to instruct the students in order to make groups.

Extract 21

I will give you sign to think, then you think, then I will say a word ,you will rise hand and answer.

In teaching and learning process, teacher needs to explain about the steps of learning. So the students can engage themselves in active way. So, by using the utterances in extract 21 above, teacher was to tell the students about the step of learning

There were some directions used by Mr. Yulis in teaching and learning process. The instance of the direction is displayed as follows:

Extract 22

I will read the text and then you will repeat after me

Teacher needs to engage the students in every step of learning. In extract 22, teacher asks students to repeat what teacher said.

Extract 23

Who's next?

The teacher in extract 23 give all the students the same chance in teaching and learning process. In the other hand, teacher needs to invite the students to get turn in order to be active in the classroom.

Extract 24

please stand up based on your group!

Extract 24 was used to discipline the students and to build their cooperation in teamwork.

There were some directions used by Mr. Kusumo in teaching and learning process. The instance of the direction is displayed in these extract:

Extract 25

You can also find this greeting card on your book on page sixty seven. Page sixty seven

In extract 25, teacher explained to the students about the directions of lesson/material.

Extract 26

You can say, yes, If there is pray or wish, if there is yes, you say yes. If there is not available you can say no.

To make instructions clear, teacher needs to inform the students about the steps of

learning. By using utterance in extract 26, teacher wants to explain the next step of the process of learning.

Extract 27

On your book. You do need put it into a piece of paper.

In extract 27 the teacher purposed to explain the way to the students in doing a task.

d) Inform

After the observation and the interview, it can be concluded that there are some utterances and functions used by the teachers during the English classes are:

There were some informs used by Mrs. Dwi in teaching and learning process.

The instance of inform is displayed as follows:

Extract 28

Read this now, and this one know

One of the additional skills in English is pronunciation. So, it is important for teacher to teach that skill. By using the utterance in extract 28, teacher tries to correct students' pronunciation.

Extract 29

Verb one, and then plus verb one, and then plus

Teacher uses the utterance in extract 29 to correct students' sentences.

Extract 30

You mention should and should not based on the situation

In teaching and learning process, teacher needs to correct students' understanding about the use of should and should not.

There were some informs used by Mr. Yulis in teaching and learning process.

The instance of inform is displayed in these extract :

Extract 30

beside has and can not, another else?

In teaching and learning process, teacher should give the same chance to all students. By using that utterance, teacher wants to get other students' opinion.

Extract 31

You should meet me and your friend in English

One way to improve a language is by practising. By using utterance in Extract 31 teacher encourages students to use English more.

Extract 32

if you use should you use verb one

That utterance in extract 32 was used to remind students' mistake then teacher should correct it.

There were some informs used by Mr. Kusumo in teaching and learning process.

The instance of inform is displayed as follows:

Extract 33

Today, we are going to learn about greeting card

In eextract 33, teacher informs the students about the material in that day.

Extract 34

You can also find this greeting card on your book on page sixty-eight. You can also find this greeting card on your book on page sixty-eight.

Sometimes, teacher should repeat an utterance to make sure that the students understand well about the points. In this case, teacher used utterance in extract 34 to give deep information to the students.

Extract 35

If you say it, your mother will cry, that you love her

Extract 35was used to entertain the students as ice breking.

e) Prompt

There was a prompt used by Mrs. Dwi in teaching and learning process. The instance of the prompt is displayed as follows:

Extract 36

Depend on the subject, what subject? and should not

In extract 36, teacher gives clue to students' answer and to give clue to students

to identify by their own whether their answer is right or wrong.

There was a prompt used by Mr. Yulis in teaching and learning process. The instance of the prompt is displayed in these extracts.

Extract 37

Swim or swimming

In extract 37, teacher gives clue in correcting students answer to know the form of a vocabulary.

There was no prompt used by Mr. Kusumo in teaching and learning process.

This are some utterances that, Mr.Yulis said to prompt the students during the English class, those are:

Extract 38

If you say it, your mother will cry, that you love her

That utterance in extract 38 was used to entertain the students as ice breking, so the students will not get bored during the lesson.

f) Inform

After the observation and the interview,it can be concluded that there are some utterances and functions used by the teachers to inform the students during the English classes are:

Inform by Mrs.Dwi during the English class showed in theses extracts:

Extract 39

Read this now, and this one know

Through the interview Mrs. Dwi answered that the utterance in extract 39 said to correct students' pronunciations.

Extract 40

Verb one, and then plus Verb one, and then plus

Second utterance in extract 40, Mrs. Dwi's inform use to correct students' sentences.

Extract 41

You mention "should and should not" based on the situation

In extract 41, Mrs. Dwi try to inform use to correct students' understanding about the use of should and should not.

Here are some utterances by Mr. Yulis that inform the students during the English lesson:

Extract 42

beside has and can not, another else?

Mr. Yulis uttered the sentence in extract 42 to get others students opinion, so the students more active during the English class.

Extract 43

You should meet me and your friend in English

Through the utterance extract 43 in Mr. Yulis try to encourage the students to use more English in class.

Extract 44

if you use "should" you use verb one

Mr. Yulis want to correct the students' mistake through the sentence.

Here are some utterance by Mr.Kusumo to inform the students in English class.

Extract 45

Today, we are going to learn about greeting card

To open the class by introduce the material Mr. Kusumo said the utterance in extract 45.

Extract 46

I would like to tell you the objective of our study.

Mr. Kusumo said the sentence in extract 46 to tell students the objective of the study.

Extract 47

I have a picture here

In extract 47, the teacher try to show the students the media used for learning

process Mr Kusumo try to get the students focus by said the utterance.

g) Prompt

Extract 48

depend on the subject, what subject?

The purpose of Mrs. Dwi by saying the prompt in extract 48 to give clue to students' answer.

Extract 49

should not?

By saying the utterance in extract 47, Mrs. Dwi give clue to students to identify by their own whether their answer is right or wrong.

While Mr. Yulis only said one prompt, the prompt is:

Extract 50

Swim or swimming

It is used to give clue in correcting students answer to know the form of a vocabulary.

While Mr. Kusumo said no prompt in his class.

h) Encouragement

Mrs. Dwi said some encouragements, those are:

Extract 51

Ok, let's try

The functions of Mrs. Dwi say the encouragement is to make the students confident to try to make a sentence related to the materials.

Extract 52

you are a smart students

According to Mrs. Dwi's objective by said the utterance is to appreciate the students.

Extract 53

I will help you

The utterance in extract 53 said by Mrs. Dwi is said to help the students to be more active in participating

There is no encouragement used by Mr. Yulis during his class.

The encouragements used by Mr. Kusumo are :

Extract 54

then you can do it start from today when we go home after school so let us say it

The purpose of Mr. Kusumo said encouragement in extract 54 to the students is to give the real example for the students to apply the materials in daily activities.

Extract 55

If you make mistake it is okay. No problem

In Extract 55, the teacher make the students comfort to express their idea, whether it is wrong answer.

i) Criticizing

The criticizing used by Mrs. Dwi during the class are

Extract 56

please listen and repeat after me

The purpose in extract 56 , Mrs. Dwi to criticized the students is getting students' attention.

Extract 57

do not throw the rubbish under the table

Mrs. Dwi said the utterance in extract 57 to advice the students, the criticz is useful for the students.

Extract 58

Oke everybody, sit down please

Mrs. Dwi said the utterance in extract 58 to control the class.

Mr.Yulis uses Indonesian language in criticizing the students during the class, those are :

Extract 59

Yang belakang perhatikan

Mr. Yulis critic the students to be quite, so they wouldn't disturb the class.

Extract 60

yang nggak ngomong nanti maju kedepan

Mr. Yulis said the utterance in extract 60 to make another students more active.

Extract 61

yang lain dengar ya, jangan ngomong sendiri

The utterance in extract 61 was used to make the students focus to the lesson.

j) Ignoring

There were no ignoring utterances by the teachers in English classes.

k) Acknowledgement

There is no acknowledgement said by Mrs. Dwi and Mr. Kusumo during the class. There is only one utterance that showed by the teacher acknowledgement by Mr. Yulis during the English class, which is ok and good. The function is to appreciate the students to motivate them in the class.

Extract 62

OK, good

In Extract 62, the teacher wants to appreciate the students' effort.

l) Comment

Only one teacher gave one comment during the class by saying “You should clean your classroom” with the purpose to make them care to the environment. Mr. Yulis gave no comment to his students during the English class. Moreover, Mr. Kusumo gave no comment to his students during the English class.

4.1.2. The Use of teachers’ non-verbal communication in English classes

The second objective of this study is to explain the use of teacher’s nonverbal communications in English classes. In order to achieve the goal, some findings of the use of non-verbal communication in English classes by the teachers are known after observing the English teaching and learning process in English classes.

The result of teachers’ non-verbal communication in English classes is from the interview of the students as the participant after showed them the video of teaching and learning that they have followed with their English teachers. Those results conveyed the most showed non-verbal communication by their English teachers as below.

a) Hand gestures

According to Goldin and Meadow (2003), there are some hand gestures that often used by the teacher during the class, those are iconic gestures, metaphoric gestures, deictic gestures and beat gestures. They stated that iconic represent body movements, movements of objects or people in space, and shapes of objects or people, usually do so concretely and relatively transparently. Metaphoric gestures are very similar to iconic gestures but it is used to explained abstract concepts

rather than concrete objects, for instance to explain the symbol of an idea or concept or an opinion. Deictic gestures refer to things by pointing with the hand, the finger, the palm, etc. They can concrete pointing to someone, something or somewhere. Finally, beats are rhythmic hand movements that have no semantic connection to the speech they accompany. They are used to stress important words or phrases. A typical beat would be a flick of finger or clap of the hand. McNeill (1992) explains that thing distinguish beats from other gestures is that it has two movements phases in or out, up and down, etc.

Based on the interview, there are some teachers' hand movements done by the teachers' are pointed at the student, pointed the whiteboard, clap her hand, pointed the answer, pointed the picture, lift up his shoulders, open and close the book, touch the students' shoulder, shake hand, looking the watch, and shaking hands. It showed in the table bellow

4.1. The Hand Gestures in English Class by Mrs.Dwi

No	Teachers' non-verbal communication during English class	Movement	Meaning
1	Hand Gestures		
	a. Iconic gestures	1. Use her hand to open 2. Close the book	1. To encourage the students to open the book immediately 2. To tell the students about the next step.
	b. Metaphoric gestures	-	-
	c. Deictic gestures	1. Pointed at student 2. Pointed the picture	1. To give chance to the students to participate during the class.

		3. Pointed the answer	2.To give point to the certain picture that is related to the material. 3. To give point that is discussed
	d. Beat gestures	-	-

4.2. The Hand Gestures in English Class by Mr. Yulis

No	Teachers' non-verbal communication during English class	Movement	Meaning
1	Hand Gestures		
	a. Iconic gestures	1. Looking at the watch 2. Put the finger in front of the lips 3. Cross the hand	1. To give the time limitation while the students try to finish the assignment. 2. To ask the students to keep silent. 3. To tell the students that something done by the students are wrong.
	b. Metaphoric gestures	Clap his hand	To ask the students' attention.
	c. Deictic gestures	Employing palm hand	To support teachers explanation more interactive.
	d. Beat gestures	-	-

4.3. The Hand Gestures in English Class by Mr. Kusmo

No	Teachers' non-verbal communication during English class	Movement	Meaning
1	Hand Gestures		
	a. Iconic gestures	1. raising hand	1. To explain to the students about good habit if they want to ask or answer or express their idea during the lesson.
	b. Metaphoric gestures	1. Crossing arms	1. To show more attention when students' tell their opinion.
	c. Deictic gestures	1. pointing using ruler/pen/boardmarker 2. pointing the projector	1. Refers to something that is explained. 2. Asking the students to focus/pay attention to the projector.
	d. Beat gestures	click the finger	To respond the students answer is right or to respond students' brilliant idea.

b) Head movements

Some head movements that is done by the teachers are nodding their head to show that the students' answer is good or right, shook the head to show that the students' answer is wrong, turn around their head to control the condition.

But there are only few teachers' head movement during the learning process, it is showed that Mr. Yulis and Mr. Kusumo did not do any head movement, only Mrs.

Dwi who did the head movement. It is showed in the table bellow:

4.4. Head Movement by Mrs. Dwi during the English class

Movement	Meaning
1. Nodding her head	1. To show that the students' answer is good or right.
2. Shook his head	2. To show that the students' answer is wrong or not too good and to show to the students that they should not do such the thing.

c) **Affect displays**

The affect displays showed by the English teacher are teacher smiles. Meaning the teacher is enjoy the for teaching and learning process, showing angry expression to make students' be quite, showing happy expression to show enjoying moment of learning, frown his forehead to clarify the students' miss behavior, lift up his eyebrow to give code that the teacher give chance to the students to ask question, showing serious expression to give focus on the material that is explained, smiling to respond students in pleasure moment, and laughing to respond student's that is funny or enjoying.

Ekman and W. Friesen (1969) stated that affect displays are body movements that reveal our affective, or emotional, state. Facial cues are the primary way we reveal our feelings nonverbally. Affect displays can be used to influence others. A speaker, for example, displays enthusiasm and hopes it exudes to the audience. Affect displays may also be emotional expressions and not necessarily symbolic.

These are affect display by the teachers in English classes:

4.5. Affect display by Mrs. Dwi

Movement	Meaning
Teacher smiles	The teacher enjoy the teaching and learning process

4.6. Affect display by Mr. Yulis

Movement	Meaning
1. Showing angry expression.	1. To make students' bequite.
2. Showing happy expression.	2. To show enjoying moment of learning
3. Frown his forehead.	3. Clarify the students' mis behaviour.
4. Lift up his eyebrow.	4. To give code that the teacher give chance to the students to ask question.

4.7. Affect display by Mr.Kusumo

Movement	Meaning
1. showing serious expression	1. To give focus on the material that is explained
2. smiling	2. To respon students in pleasure moment
3. Laughing	3. To respon student's that is funny or enjoying

Based on the observation and the interview, some affect displays done by the teachers are teacher smiles to show that the teacher enjoy the teaching and learning process, showing angry expression to make the students bequite, showing happy expression to show enjoying moment of learning, frown the forehead to clarify the studnts' miss behaviour, lift up the eyebrow to give code that the teacher

give chance to the students to ask question, showing serious expression to give focus on the material that is explained, smiling to respond students and laughing to respon students' the enjoying moments.

d) Emblems

Emblems are movements that have a direct verbal translation, generally a word or phrase. These are often culture specific. Emblem conveys message without verbal word as long there is the same understanding by the members of certain culture.

There are some emblems used by the English teacher during the English class, such as touch his head refers to make joke that the students still do not understand the right things, counting with fingers to emphasize the amount of kind something that is explained by the teacher, giving the thumb to appreciate students respond when they express their idea or answer the question or do something good, put the finger in front of the lips to ask the students to keep silent, cross the hand to show that the students' answer or behavior is wrong or un proper, clap the hand as symbols to ask the students to be silent, crossing finger to show that the answer is wrong and raising thumb to appreciate students respond when they express their idea or answer the question or do something good during the lesson.

4.8. Emblem by Mrs.Dwi in English Class

Movement	Meaning
1. Touch his head 2. Counting with fingers 3. Giving the thumb	1. Making joke that the students still do not understand the right things . 2. To emphasize the amount of kind something that is explained by the teacher.

	3. To appreciate students respon when they express their idea or answer the question or do something good.
--	--

4.9. Emblems by Mr.Yulis in English Class

Movement	Meaning
1. Put the finger in front of the lips 2. Cross the hand	1. Ask the students to keep silent. 2. To show that the students' answer or behaviour is wrong or unproper.

4.10. Emblems by Mr.Kusum in English Class

Movement	Meaning
1. clap the hand 2. crossing finger 3. Raising thumb	1. Ask the students to be silent 2. To show that the answer is wrong 3. To appreciate students respon when they express their idea or answer the question or do something good during the lesson.

There are some emblems used by the English teacher during the English class, such as touch his head refers to make joke that the students still do not understand the right things, counting with fingers to emphasize the amount of kind something that is explained by the teacher, giving the thumb to appreciate students respond when they express their idea or answer the question or do something good, put the finger in front of the lips to ask the students to keep silent, cross the hand to show that the students' answer or behavior is wrong or un proper, clap the hand as symbols to ask the students to be silent, crossing finger to show that the answer is wrong and

raising thumb to appreciate students respond when they express their idea or answer the question or do something good during the lesson.

4.1.3. The impacts of teachers' verbal communications on students' motivation in learning English

The third objective of this study is to explain the impacts of teachers' verbal communications on students' motivation in learning English. In order to achieve the goal, some findings of the impacts of teachers' verbal communication on students' motivation in learning English are known after interviewing the students as the participant in English class. The explanation about the impact of teachers' verbal communication on students' motivation in learning English is explained below:

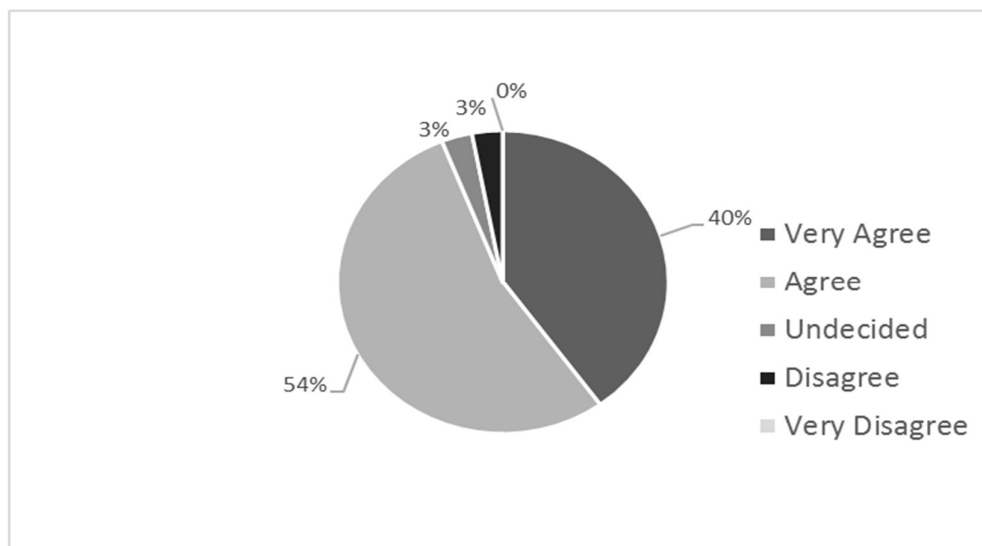
a) Questioning

Questioning in English classroom is usually in the form of the five W plus one H. The formula derives into who, what, why, where, when? And how? Sometimes, teacher also asks the students in simple question and it can be answered with "yes or no".

Based on the questionnaire and the interview, it was answered by thirty students who became the participants, some opinions have been collected whether teachers' question motivating them in learning English or not.

Chart 1

Teacher's Questioning and Students' Motivation in English Class



From the percentage above, there are 40% students very agree that teachers' question will motivate them to learn English by some reasons. On the other hand, there are 54% students agree that question from the teacher motivates them in learning English. While 3% of them undecided whether teachers' question motivate them or not in learning English, 3 % of the students feel unmotivated with teachers' question during English lesson.

Through those results, it showed that teachers' verbal communication motivates students in learning English by using questioning. Through questioning, teachers make students to think harder than there is no question. Teachers' question makes them to learn seriously in order to answer teachers' question, the true answer from teachers' question will be remembered by students' in longer term rather than they get the true answer only by fill the written test or question.

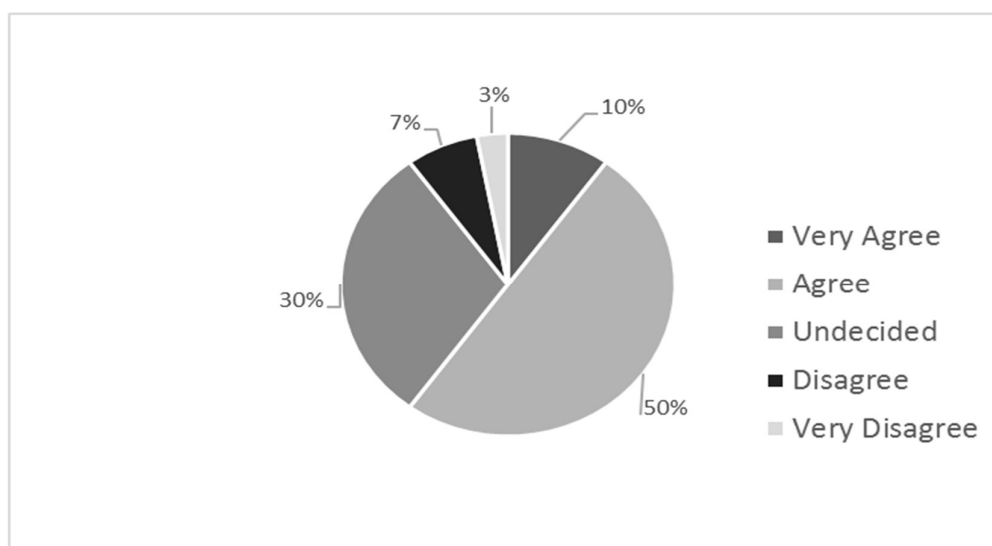
Based on the result of the interview some students will follow the lesson more seriously or pay more attention in learning English when she or he is given question from the teacher, although some of them admit that the teachers' questions did not give any influences for them to pay more attention during the English lesson. There are also some students that admits teacher's question only give burden for them, and it makes them unmotivated to follow the English lesson.

b) Invitation

Teachers always try to make their students active during the learning process, so one of the ways is by invite them to answer the question, to express their opinion and to take apart in learning process. The result based on the questionnaire and the review about teacher's invitation and its impact to motivate the students in learning English is displayed in diagram bellow

Chart 2

Teacher's Invitation and Students' Motivation in English Class



From the questionnaire, the result showed that 50% of the participants agree if teacher verbal communication in the form of invitation motivate students. 30% students cannot decide whether teacher invitation can motivate them or not, 10% of students very agree if teacher invitation can motivate the student while 7% of them disagree and 3% of the very disagree if teacher invitation motivate them during English learning process. The students very agree and agree if teacher invitation can motivate them because of some reason. Some of the reasons are by teachers' invitation they get more self-confidence to show their ability, to express their opinion and to practice their skill.

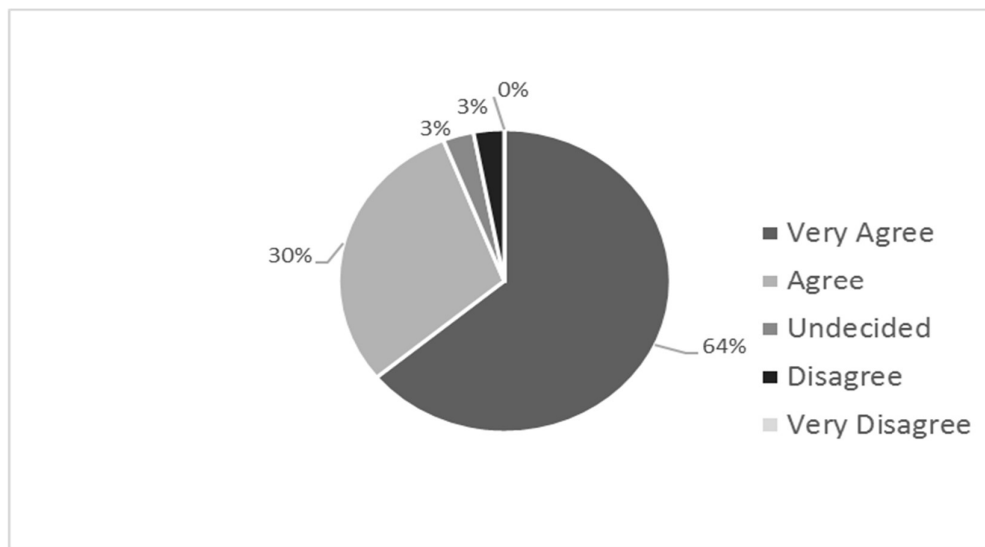
There are some reasons why they cannot decide whether teacher invitation because teacher invitation make them shy and feel un free to express their ability, some students have different opinion if teacher invitation bring un benefit to others students who wants to express their ideas. So, if teacher wants to invite students to participate do not invite them by name but open invitation, so anyone who wants to participate it free, anyone can participate.

c) Direction

Direction is given by the teacher to describe the students about how to do something or how to finish a task or an assignment related to the material that is being learned. So, direction is given to make the students know the process of doing the assignment and what should the students do to finish the project. The result of the

survey about the teacher's direction to motivate the students in learning English can be seen in the diagram below.

Chart 3
Teacher's Direction and Students' Motivation in English Class



According to 64% of participant, they are very agreed that teacher direction is useful for them to get more understanding in doing task related to English lesson. 30% of the students agree if teachers' direction can motivate them in learning process, 3% feel undecided and 3% disagree. Although the direction is written in the book, but they will understand more clearly by listen to the teachers' direction. Some students also admire that the result of the assignment will be maximum if they got the direction from the teacher.

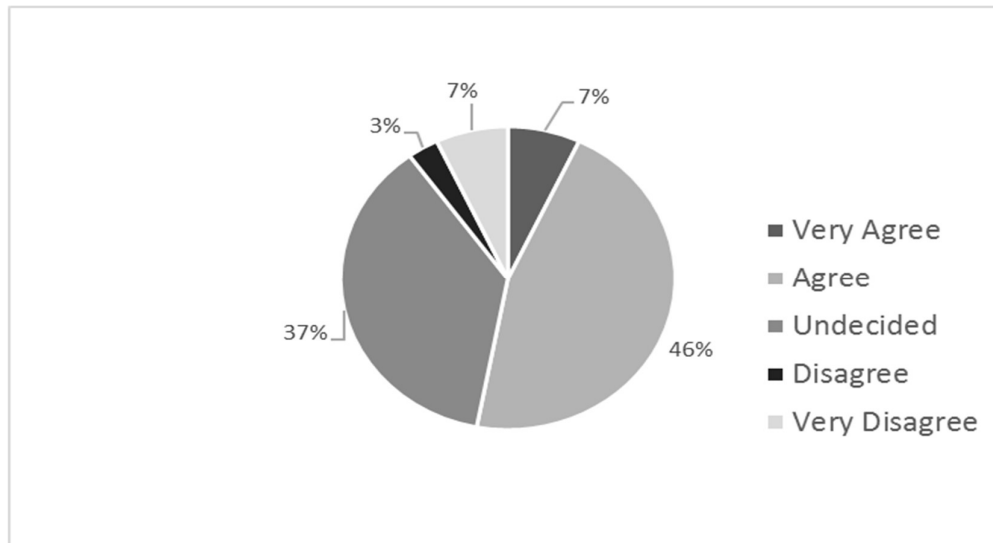
Based on the interview, it can be concluded that some of the students think that the teachers' directions are really needed by the students to understand and to know how an assignment should be done, although there are instructions and

directions are written in the book, but of course, it will be more complete with teachers' directions. Nevertheless, some students did not admit that teachers' direction did not influence them in doing the task, because with or without teachers' direction they do not understand how to do the task. Especially in English learning, it is better for the teacher to give direction not only in English but also in Indonesian language.

d) Inform

During the class, the teachers sometimes inform the students about the process of learning, inform everything about the materials, the result and the next step they will study. Teachers' inform is a part of teachers' verbal communication that happens in learning English. Especially teachers inform the students about the task, if the students make a good result or they do a mistake, so the teachers' inform is very useful to correct the students mistake. The diagram shows how the teachers inform impact the students' motivation in learning English.

Chart 4
Teacher's Inform and Students' Motivation in English Class



Based from the questionnaire, it is showed that 46% of the students agree that teacher's inform motivates the students to learn English, while 37% students can not decided weather the teacher's inform can motivates them or not. 7% of the students very agree and 7% of them very disagree about the teachers' inform can motivates them in learning English. Only 3% of them disagree if teachers' inform can motivate them in learning English.

Through the interview, there are some students' opinions about the teacher's inform in learning English. Some of the students' think that through the teachers' informs. The students will know how to reparaire their mistake, know what should they do in appropriate thing. Without teachers' inform, they do not know what is right and what is wrong, so for some of the students, teachers' inform is like a control function. But for some of the students', they feel uncomfortable with the teacher's inform, especially when the teachers' informs about their mistake in front

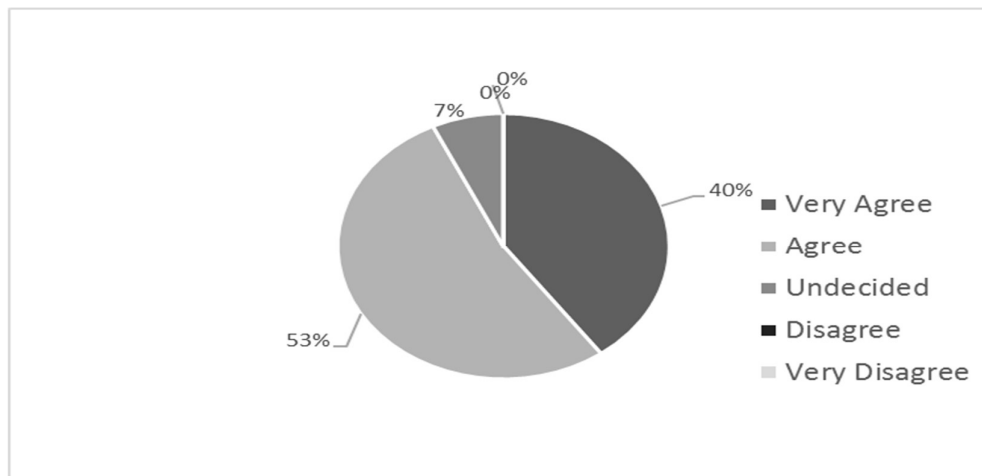
of the class, they will feel shy about that. So the teacher should find the wise way to inform the students about the mistake. It can be conclude that the way how the teachers' inform the students will influence the students motivation in learning English.

e) Prompt

Lynn McClenaghan and Patricia Krantz of Princeton Child Development Institute defines a prompt as: "Instructions, gestures, demonstrations, touches, or other things that we arrange or do to increase the likelihood that children will make correct responses." Prompts are designed to lead the student to the correct answer or response.

Chart 5

Teacher's Prompt and Students' Motivation in English Class



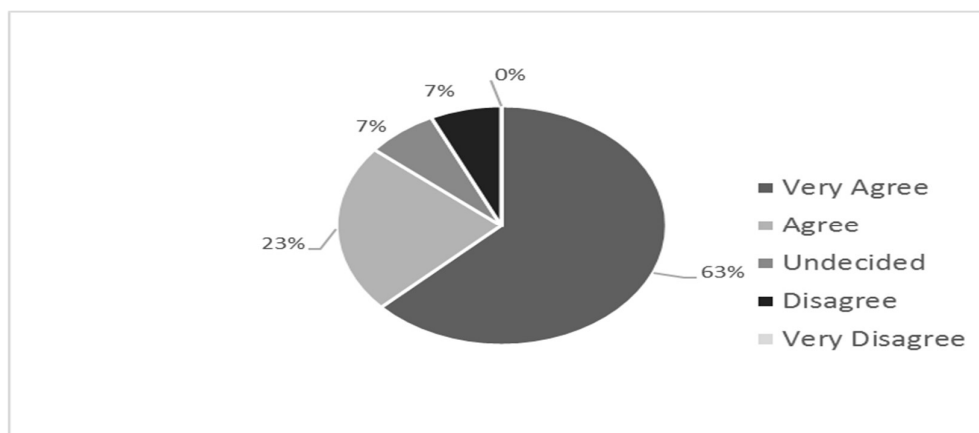
From the questionnaire, it is concluded that the teachers' prompt admitted as the teachers' verbal communication that motivates students in learning English. 53% of the students agree that teacher's prompt gives them more understanding about

the materials. In addition, if they understand more with the material, they will be more motivated to follow the lesson rather than they do not really understand about the materials because there are no prompts from the teachers about the true or correct things to be answered or to do. While 40% students very agree that teacher's prompt help them in learning English and motivates them, and only 7% of them cannot decide whether teachers' prompt can motivate and help them in learning English. None of them think that teachers' prompt cannot motivates them in learning English, but they cannot decide if the teachers' prompt can motivate them in learning English. Because sometimes the students realize they mistake after they have finished their work, and sometimes they do not pay attention to the teachers' prompt when the want to do an assignment.

f) Encouragement

The result of the questionnaire shows that 63% of the participants very agree if the teachers' encouragement motivate them in learning English, 23% of them agree, 7% of them disagree and 7% of them cannot decide whether the teachers' encouragements motivate them in learning English.

Chart 6
Teacher's Encouragement and Students' Motivation in English Class

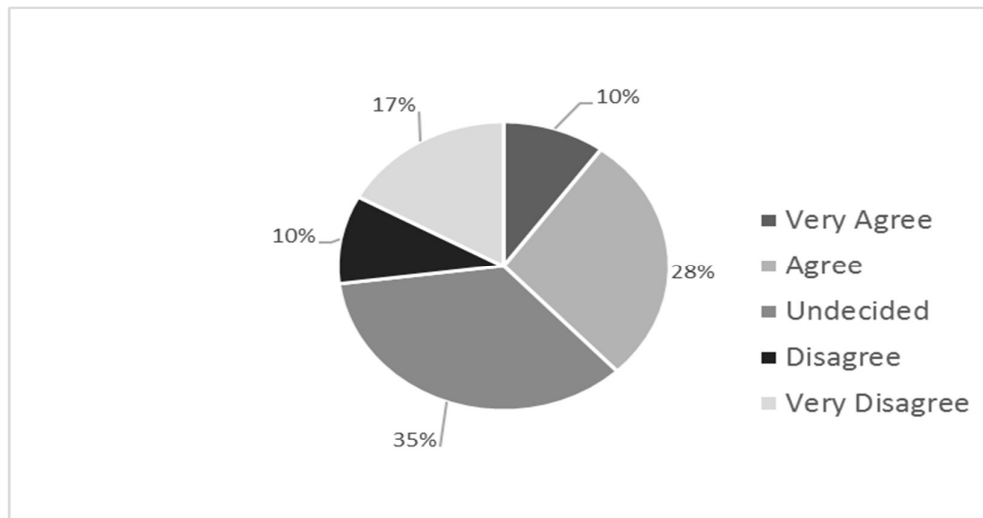


In some students' opinion that the teachers' encouragement makes them know which is important which is less important related to the material, but if there is no encouragement from the teacher, they just admit it as usual material. So, it can be said that the teacher's encouragement makes the students motivates in learning English. Although some of the students also did not feel any influences from the teacher encouragement, because it only makes them confuse, they can motivate them self naturally, without any encouragement.

g) Criticizing

Chart 7

Teacher's Criticizing and Students' Motivation in English Class



Based on the data above, it shows that 35% of the students unsure with the teachers' critics can motivate them during the learning process. While 28% of the participants agree if the teachers' critics can motivate them in learning English. 17% of them very disagree, 10% very agree, and 10% disagree if teachers' critics can motivate them in learning English.

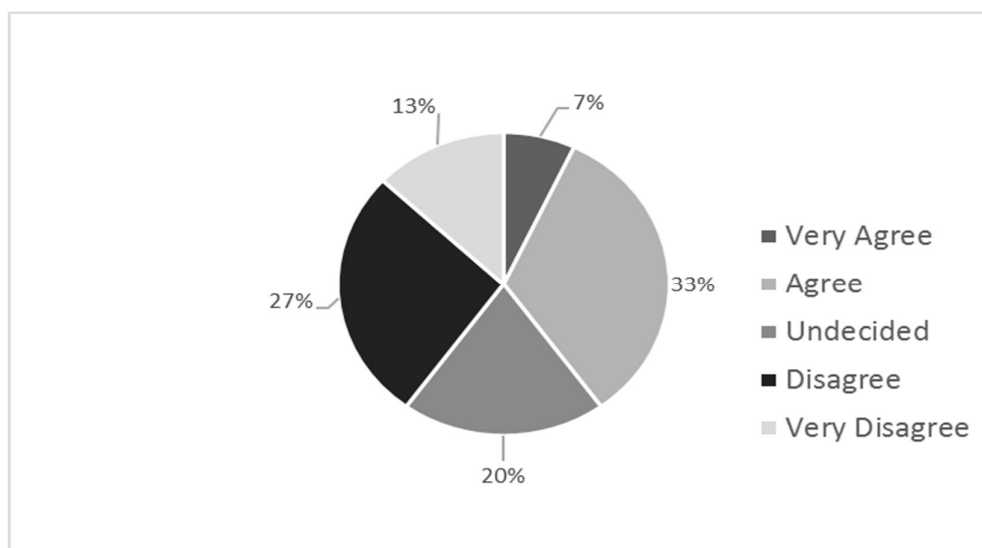
Most of the students cannot decide whether the critics from the teacher motivate them or not. It is because of some reasons that answered by the students as the interview given. Some of them believe that critics as a good advice can motivate them. If the critics as a bad advice, it will make them down. Some of the students also think that the critics only makes them uncomfortable or annoyed, because teachers' critics makes the feels that they do some mistake seriously, although they only do a little mistake.

h) Ignoring

Based on the questionnaire, it showed that 33% of the participants agree if teachers' ignoring, it will lose their motivation in learning English, 27 % disagree if teachers' ignoring can lose their motivation, 20% feel unsure with the teachers' ignoring can lose their motivation or improve their motivation and the rest for 13% very disagree if teachers' ignoring lose their motivation and the last for 7% of them very agree if teachers' ignoring can lose their motivation.

Chart 8

Teacher's Ignoring and Students' Motivation in English Class



Some of the students feel annoyed with the teachers' ignorance, because it seems that the teacher do not respect to them, and some of them disappointed if the teachers' give no respond to their answer or to their activity. In fact, they still need teachers' attention to get more understanding and comfortable in learning process. for some students it can be accepted that the teacher sometimes give attention to other students in the class then the teachers' ignored one of them because they

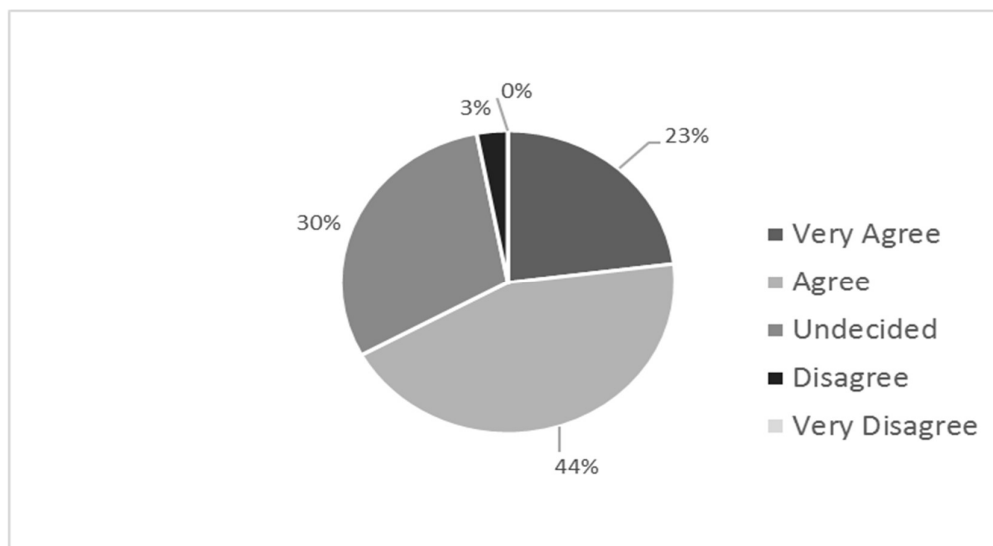
realize that they are not the only students in the class, so teachers' ignorance bring no influence for them.

i) Acknowledgement

As the result of the questionnaire given to the students shows 44% participant agree if the teachers' acknowledgement is good and motivates them. 30% of them unsure if teachers' acknowledgement motivates them in learning English and 23% very agree if teachers' acknowledgement motivates them in learning English, and 3% disagree if the teachers' acknowledgement can motivate them.

Chart 9

Teacher's acknowledgement and Students' Motivation in English Class



Some students feel very proud when the teacher gives them acknowledgement. Teachers' acknowledgement really precious for them, it makes them confidence and even want to do better in the next time. Especially when the teacher gives the acknowledgement in front of their friends, they feel that the

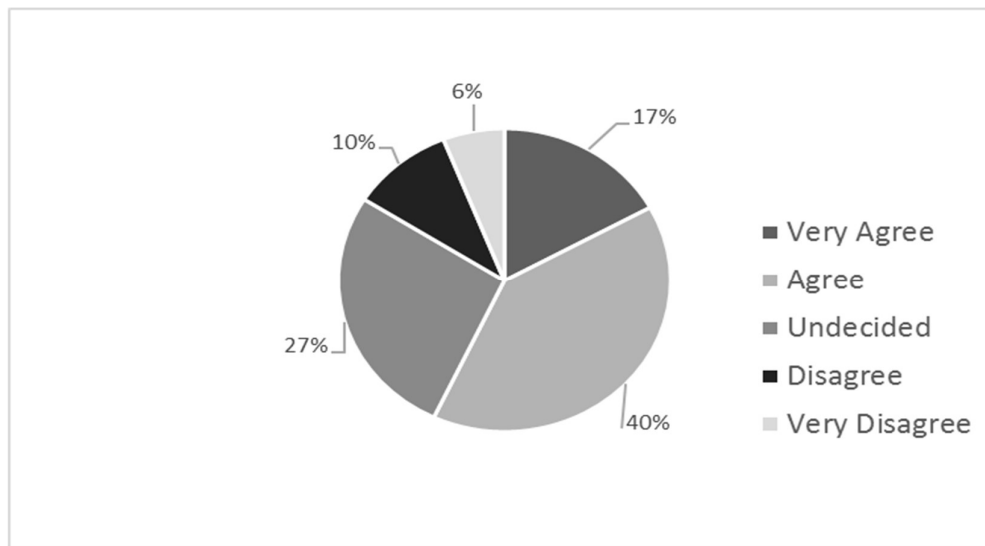
teacher respect to them and appreciate about what they do in learning. However, of course there are some students think that the teachers' acknowledgement does not influenced them, because they feel shy when the teacher gives too many acknowledgements to them.

j) Comment

Based on the questionnaire there are 40% participants agree that the teachers' comments motivates the students in English learning, 27% of them can not decide about it, 17% very agree that the teachers' comments motivates them in learning English, 10% of them disagree and 6% of them very disagree if teachers' comments motivates the students.

Chart 10

Teacher's Comments and Students' Motivation in English Class



The students like the teachers' comments if the comments are good, but if the comment is bad, they will feel unmotivated. As the teacher, they should give a

good example for their students, by giving a polite comment it means that the teacher influences the students in right way. Although the teachers want to correct the students' mistake, of course in a good comment is better. Some students just take the teachers' comment because they are habitually to listen to the teachers' comments, good or bad. Some of the students will take the teachers' good comment as reward and take the teachers' bad comment to introspection their self.

4.1.4. The impacts of teachers' non-verbal communications on students' motivation in learning English

The fourth objective of this study is to explain the impacts of teachers' non-verbal communications on students' motivation in learning English. In order to achieve the goal, some findings are found after conducting the analysis of teacher's non-verbal communication. The summary of the findings of the use of teachers' non-verbal communication to motivate students in learning English will be explained below.

a) Hand Gestures

Teachers always make some movements from their hands to support what they say, or to make the students understand when they learn English. Here the result about the impact of teachers' hand gestures communication in English class.

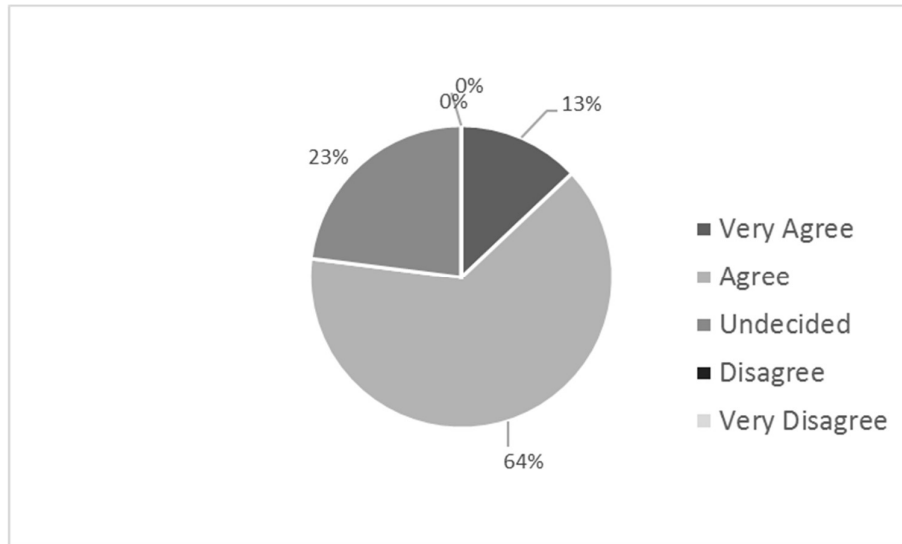
Table 5.1

Table For Hand Gestures And Students' Motivation In Learning English

NO	NAME	NON-VERBAL USE BY TEACHER				
		I understand the lesson more effectively when the teacher uses his/her hands to give us additional meaning of the topic.				
		Very Agree	Agree	Unsure	Disagree	Very Disagree
1	Student 1			1		
2	student 2		1			
3	Student 3		1			
4	Student 4		1			
5	Student 5		1			
6	Student 6		1			
7	Student 7			1		
8	Student 8			1		
9	Student 9			1		
10	Student 10			1		
11	Student 11			1		
12	Student 12		1			
13	Student 13				1	
14	Student 14	1				
15	Student 15		1			
16	Student 16		1			
17	Student 17			1		
18	Student 18			1		
19	Student 19			1		
20	Student 20	1				
21	Student 21	1				
22	Student 22		1			
23	Student 23	1				
24	Student 24	1				
25	Student 25			1		
26	Student 26		1			
27	Student 27	1				
28	Student 28	1				
29	Student 29	1				
30	Student 30	1				
	TOTAL	9	10	10	1	0

Chart 11

Teacher's Hand Gestures and Students' Motivation in English Class



Based on the result above, 64% of the participants agree if the teachers' hand gesture motivates them in learning English, 23 % of them feel unsure, 13% of them very agree that they get more motivation if the teacher use their hand in learning process.

Students see the teachers' hand gestures every time they teach in the class. Sometimes the teachers' swing their hands, clap their hands, make a sound with their finger, pointing at something, drawi something in abstract and many more. The students realize that teachers' hand gestures' help them to understand the lessons, help them in knowing the meaning of vocabularies, undertsand the instruction, and make them clearer about the teachers' explanation. So, the teachers' hand gestures' really help the students to learn English, especially for the difficult vocabulary and it motivates them in learning English.

From those tables, it can be concluded that each kind of non-verbal communication used by English teacher and some examples that the students most memorized. Those are some categorize of non-verbal communication especially the hand movement during English class and some examples:

- a. For hand gestures, there are four kinds of gestures. The first is iconic gestures. From the result of interview to the thirty students of class of teacher A, B and C, they memorize some iconic gestures that the teacher had done for the English class.
- b. The iconic gestures used by the teachers are moving their hand to open and close the book in order to encourage the students to open the book immediately; and to give clue to the students about the next step; looking at the watch to give the time limitation while the students try to finish the assignment; put the index finger in front of the lips to ask the students to keep silent , cross the hand to tell the students that something done by the students are wrong , and raising hand to explain to the students about good habit if they want to ask or answer or express their idea during the lesson.
- c. The metaphoric gestures used by the teacher are clap the hand to ask their students' attention, and crossing the arm to show teachers' serious attention when the students express their idea.
- d. The deficits gestures used by the teacher are pointed at student to give chance to the students to participate during the class, pointed the picture to give point to the certain picture that is related to the material, pointed the answer to give point that is discussed, employing palm hand to support

teachers explanation more interactive, pointing using ruler/pen/ board marker refers to something that is explained, and pointing the projector to ask the students to focus/pay attention to the projector.

- e. The last part of hand gesture is beat gesture that are used by the English teacher is click the finger to respond the students answer is right or to respond students' brilliant idea.

b) Head movements

Teachers also move his hand when they teach in English class, it may nodding the head, shake the head, turned around the head, spin the head and more. As the questionnaire gave and the result is got as below:

Table 5.2

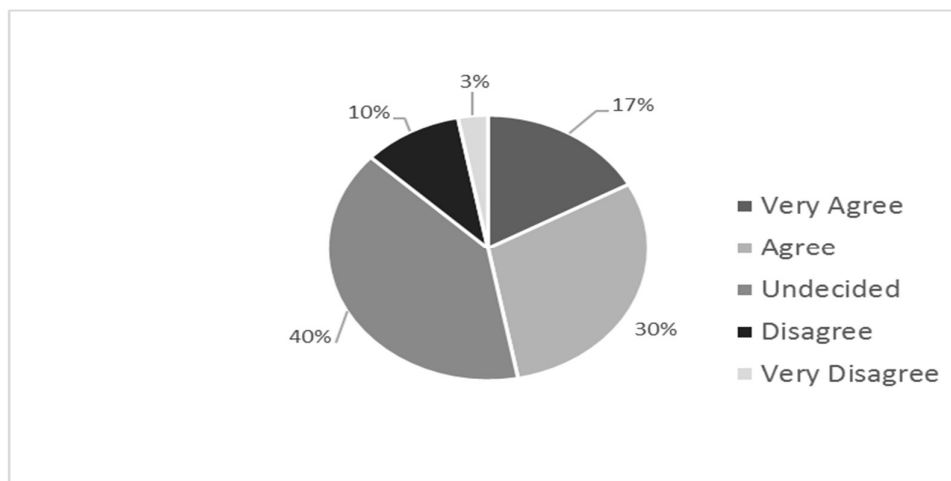
Table For Head Movement And Students' Motivation In Learning English

NO	NAME	NON-VERBAL USE BY TEACHER				
		I understand the lesson more effectively when the teacher uses his/her head to give response to our answer/ feedback				
		Very Agree	Agree	Unsure	Disagree	Very Disagree
1	Student 1				1	
2	student 2		1			
3	Student 3			1		
4	Student 4			1		
5	Student 5		1			
6	Student 6				1	
7	Student 7		1			
8	Student 8			1		

9	Student 9			1		
10	Student 10			1		
11	Student 11			1		
12	Student 12			1		
13	Student 13				1	
14	Student 14					1
15	Student 15		1			
16	Student 16			1		
17	Student 17			1		
18	Student 18			1		
19	Student 19		1			
20	Student 20	1				
21	Student 21	1				
22	Student 22		1			
23	Student 23	1				
24	Student 24	1				
25	Student 25			1		
26	Student 26		1			
27	Student 27	1				
28	Student 28		1			
29	Student 29		1			
30	Student 30			1		
	TOTAL	5	9	12	3	1

Chart 12

Teacher's Head Movement and Students' Motivation in English Class



40% of the participants unsure with the teachers' head movements and their motivation in learning English, 30% of them agree that the teachers' head movements motivates them in learning English, 17% of them very agree and 10% of them disagree 3% very disagree.

Students' see the teachers' head movements in class, but some of them do not realize it. So, most of them did not get the advantage of the teacher's head movements. Some of them rarely see the head movements of the teacher. Only in certain condition or activity the teachers move their head. For some of them who can see the teachers' head movements admit that the teacher head movements help them to understand the teacher explanation, make them feel respected by the teacher when the teacher nodding their head as the respon of their answer, they know wether their answer right or wrong when the teacher shake their head, enjoy the taecher tone of speak while the teacher speak and move their head.

Although some of the students rarely see their teachers' head movements so they feel unsure that they are motivated with the teachers' head movements, but some of them admit that teacher's head movement motivates them in learning English.

c) Affect display

Affect display usually known as external show of expression, such as by gesture, emotion or voice. Teacher always show their expression through facial expression. The teachers' affect display and students' motivation in learning English can be shown based on the data.

Table 5.3

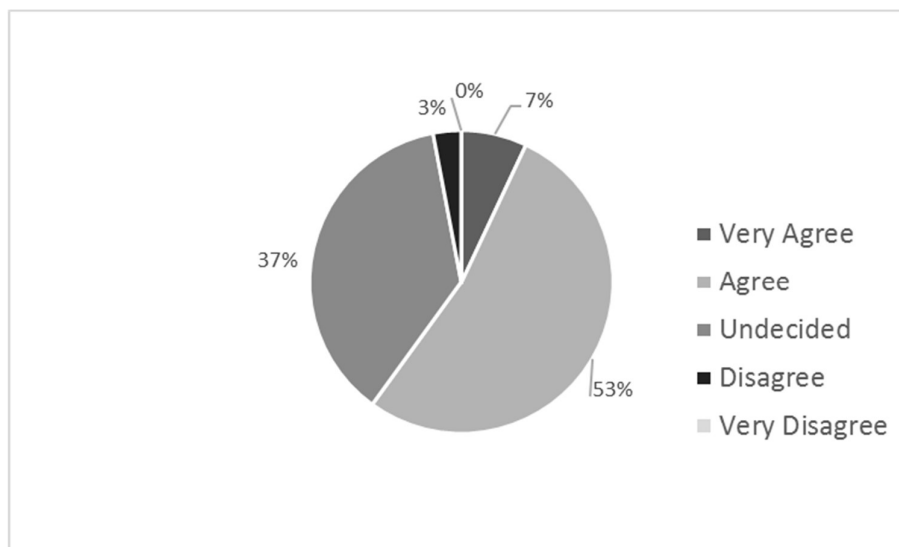
Table of Affect Display and Students' Motivation in Learning English

NO	NAME	NON-VERBAL USE BY TEACHER				
		Different expressions on the face of teacher during teaching help me in understanding the concept that the teacher taught				
		Very Agree	Agree	Unsure	Disagree	Very Disagree
1	Student 1		1			
2	student 2			1		
3	Student 3		1			
4	Student 4		1			
5	Student 5			1		
6	Student 6			1		
7	Student 7		1			
8	Student 8		1			
9	Student 9		1			

10	Student 10		1			
11	Student 11			1		
12	Student 12			1		
13	Student 13		1			
14	Student 14		1			
15	Student 15		1			
16	Student 16			1		
17	Student 17			1		
18	Student 18			1		
19	Student 19			1		
20	Student 20				1	
21	Student 21	1				
22	Student 22		1			
23	Student 23		1			
24	Student 24		1			
25	Student 25		1			
26	Student 26			1		
27	Student 27			1		
28	Student 28		1			
29	Student 29		1			
30	Student 30	1				
	TOTAL	2	16	11	1	0

Chart 13

Teacher's Affect Display and Students' Motivation in English Class



From the result we know that 53% of the students agree that teacher's affect display can motivate the students' in learning English, 37% of them feel unsure and 7% of the very agree that teachers' affect display motivate them in learning, 3% of them disagree.

Because the research focuses on the teachers' non verbal communication, so it focuses on the teachers' facial expression. Some students like and enjoy the lesson if the teachers' facial expression shows the happiness. But if the teachers show unhappy face or angry face, the students will lose their willingness to learn more seriously. Especially when the teachers smile and fresh, so the students will be enjoy the moment of learning. The finding showed that the affect display especially teachers' facial expression motivates students in learning English.

d) Emblems

Emblems are non-verbal communication as signal or sign that can be translated into meaning of a word or sentence that is known by people in the same group. For example they use their finger or their hands that means something. Through the questionnaire and the interview we know that emblems has influence on students motivation in learning English.

Table 5.4

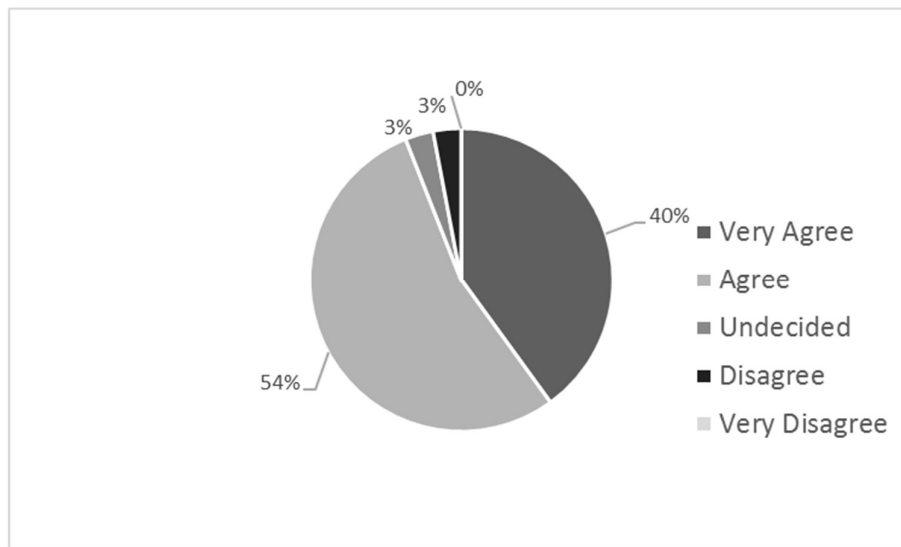
Table of Emblems And Students' Motivation In Learning English

NO	NAME	NON-VERBAL USE BY TEACHER				
		I will be quite when teacher put his/her finger in front of their mouth, as emblem that student should be quite				
		Very Agree	Agree	Unsure	Disagree	Very Disagree
1	Student 1		1			
2	student 2		1			
3	Student 3	1				
4	Student 4		1			
5	Student 5		1			
6	Student 6			1		
7	Student 7	1				
8	Student 8		1			
9	Student 9		1			
10	Student 10	1				
11	Student 11	1				
12	Student 12		1			
13	Student 13	1				
14	Student 14		1			
15	Student 15		1			

16	Student 16		1			
17	Student 17		1			
18	Student 18	1				
19	Student 19	1				
20	Student 20	1				
21	Student 21	1				
22	Student 22				1	
23	Student 23		1			
24	Student 24		1			
25	Student 25	1				
26	Student 26		1			
27	Student 27	1				
28	Student 28		1			
29	Student 29		1			
30	Student 30	1				
	TOTAL	12	16	1	1	0

Chart 14

Teacher's Emblems and Students' Motivation in English Class



54% participant agree with the teachers' emblem can motivates them, 40% of them very agree, 3% disagree and 3% unsure. Teachers' emblems sometimes can be seen by the students, but sometimes the students did not understand the teacher again. When the teacher cross the finger it means quit, or the answer is right. when the teacher put finger on their lips, it means that they should be quiet or when the teacher asked the students to come forward by moving their hand. The respond of the students also different, it depends on their understanding about teachers' emblems. But, we can conclude that the students follow the instruction of the teacher after emblems.

4.2. DISCUSSION

To answer the research questions, the writer provides discussions to interpret and relate those findings to the related theories and the previous studies.

Swanson, 2015; Ubaedilah & Hartono, 2016; Aimah et al., 2017; and Hartono et al., 2017). They stated that teacher's competence in managing the classroom becomes a significant factor in the students' comprehension, and further, in developing their competence. Those studies aimed to observe and give the evidence of the use lesson study in helping the teacher to have the other's perspective, especially in the process of teaching to strengthen their strategies and classroom management. They believed that teachers' competence was able to foster significant teaching skill to develop the quality of teaching and learning. This statement in line with the result of this study. Teachers not only uses verbal communications to tell their messages in the classroom, but they also supported by non verbal communication, to make the students understands and make them more interesting in following the lesson. The teachers in this study do all kinds of verbal communications starts from questioning, invitation, direction, inform, prompt, encouragement, criticizing, acknowledgement, comment and combines them with kinds of non verbal communications. For example, the teachers use their hands while they are giving direction to the students, the teachers move their head when they give feedback to the students answer.

In this study, teachers utters some verbal communications to make interactions with the students. The teachers give questions to get the students answer and response, invitations to to give more opportunities to the students in expressing their idea, and inform to encourage the students to use more English in the class.

The teachers also behave with some non-verbal communications to held the interaction during the class. For example, the teachers show different facial

expression, to make the students know about the respon of the teachers. It will be no interaction, if the teachers have no facial expression. The result of this study in line with Nugroho (2010) and Setianingrum et al. (2016) , in communicative language teaching, interaction seems to be very important for language teachers since this is, in fact, the heart of communication and this is also what communication is all about. Through interaction, teachers are enabled to do various jobs for the success of their language teaching.

In line with Setiawati (2012) and Fitriati (2016) studied about teachers' talk in classroom, that the role of the teachers as the controllers shown from the high percentage of giving direction, lecturing and asking question. And also Pujiastuti (2013) and Tay (2014) held studies about the classroom interaction in English for young learners and the use of body language in English teaching. The studies revealed some categories of teacher talk from the highest to the lowest frequency. In this study, also reveal that the most uttered by the teachers in English class, based on the observation are direction, inform, propmt, questioning, acknowledgement and comment. Because the teachers want to give the students more understanding so, they utters more direction, especially in English class that their students have limited vocabularies.

In addition, some researchers conducted study about verbal responses and verbal politeness in some utterances (see e.g Fitriati et al., 2017; Mujiyanto, 2017).The study aimed at exploring and examining English language teachers' skills in questioning to enhance students verbal responses in EFL classes. The findings showed that the teachers used mostly four questioning strategies. The first teacher often applied decomposition strategy where the initial question was elaborated into some questions, while the second teacher tended to use repetition

strategy. Moreover, teachers' questioning skills is crucial to successfully make students engaged in the classroom interaction, enhance students' verbal responses, and lead to the comprehension of the lesson. This statements is supported by the result of this study. The result of this study shows that forty percents of the respondents agree and fifty four percents students very agree that the teachers' questions motivates them in learning English. Some of them force to answer the question and try to understand more when they get questions from the teachers. Although in fact, they are still less question by the teacher, during the class. The teachers should give more questions to their students to stimulate the students willingness to learn more seriously.

During the observation of this study, sometimes when the teachers ask the students to be quiet by telling them, but the students still do not want to be quiet. But when the teacher move their hands by put his or her finger in front of their lips, and the students start to quiet. Based on the result of the study, the students get more motivation by the teachers hands movements about sixty four percents of them , and fifty three percents of the participants agree that teachers affect display or teachers' facial expression really help them to follow the lesson more pleasure This is line with Houngh (2002), Mohammed (2006), Haneef et al. (2014), Pan (2014), and Pundey (2017) their studies proved that teacher and students should know about the significance of nonverbal communication. The findings were nonverbal communication as an effective way to get the students' attention in the classroom. Furthermore, teacher's nonverbal messages inspire the students to participate

during the lesson and nonverbal command helps the teacher to control the classroom.

Zeki, 2009; Bunglowala & Bunglowala, 2015; and Karim & Sotoudehnama, 2017) revealed that it could motivate students in learning process when teachers use the non-verbal communication properly. Proper use of facial expression, body movement, eye contact, and others forms of nonverbal communication helps teachers to provide better understanding to the students in the achievement of their understanding. In this study, the results shows that 64% of the students agree if the teachers' hand gesture motivates them in learning English, 40% of them agree with the teachers' head movements support their motivation in learning English, 53% of them agree that teachers affect displays motivates them more, and 54% of them agree that emblems or teachers specific codes or movements really help them to understand more during the learning process. All of the kinds of teachers' non-verbal communications in the percentage above 50%, it is show that teachers' non-verbal communication really help the students to understand their teachers messages. It is also in line with the study of Velez & Cano, 2008; Indriati & Rukmini, 2016). They stated that between teacher immediacy and student motivation get some result that verbal and nonverbal behaviours of a course instructor may be related to certain aspects of student motivation. Student will have a greater likelihood emotionally and cognitively engaging in a course when the instructor demonstrates verbal and nonverbal immediacy.

4.3.Triangulation Result

The findings of data analysis were examined by using teacher talk (Sinclair & Brazil, 1985), teachers' non-verbal communication (Wang & Loewen, 2015), and motivation in language learning (Dornyei, 1998). The writer analysed the data by confirming to those theories and also from the result of the previous studies that have been put in the second chapter. Besides, the data and the findings of analysis were triangulated by using methodological triangulations. The data were collected by using more than one method to gather the data. To know the use of verbal communication by the teacher in English class, the writer used observation and interview. To know the the use of the non-verbal communication by the teacher in English class, the writer used the observation and interview. To know the impact of teachers' verbal and non-verbal communication on students' motivation in learning English , the writer used the questionnaire and interview. By using the methodological triangulations, it is hoped to get better result of data.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusion

There is some conclusion that can be drawn based on the research findings.

1. The most used of teachers' verbal in English class is questioning. The second verbal communication used by the teacher is direction. It means that in teaching and learning process, teacher should involve the students to be active and communicative. Teacher will give feedback/comment if the students face the problem or the confused things. Questioning to stimulate the students' attention and direction used by the teachers to comment or to give feedback at the students' answer.

2. There are some non-verbal communication used by the teacher in English classes, those are hand gestures, head movements, affect display, and emblems. The non-verbal communication most used in English class is hand movements. It can be useful for teachers to support his/her verbal communications. Even the emblems that are used by the teachers belong to hand movements. So, the hand movements are needed by the teachers to make the students convey the messages of the teachers and needed by the students to understand the teachers' messages in English classes.

3. Based on the result of the interview some students follow the lesson more seriously or pay more attention in learning English when she or he is given question from the teacher, although some of them admit that the teachers' questions did not give any influences for them to pay more attention during the English lesson. There are also some students that admit teachers' questions only to give burden for them, and it makes them unmotivated to follow the English lesson.
4. There are some non-verbal communication used by the teacher in English classes, those are hand gestures, head movements, affect display and emblems. The non-verbal communication most used in English class is hand movements. It can be useful for teachers to support his/her verbal communications. Even the emblems that are used by the teachers belong to hand movements. So, the hand movements are needed by the teachers to make the students convey the messages of the teachers and needed by the students to understand the teachers' messages in English classes.

5.2. Suggestion

Teachers' verbal communication as the main device for the teachers' to transfer the material in the teaching and learning process, needs support from non-verbal communication. As the result shows that teachers can use verbal communication to make the students more active during the teaching and learning process. There is some verbal communication that can be used by the teacher to make the students

getting more involved in the English learning process, those are questions and invitation.

Teachers hope to use more non-verbal communication during the English learning process to make the students getting more knowledge from what they learned. Teachers can show their head movement, during their explanation, showing their facial expressions to give more impression of what they explained and employees their hand to give more impact to their students' experience in learning.

Based on the result it is suggested for the teacher to use more questioning and invitation. Because both of the verbal communications really motivates the students during the English learning process. While direction, prompt, encouragement, and acknowledgement can be used by teacher to make the students motivates because through direction, prompt, encouragement and acknowledgements the students get more understanding , get more clues to understand the materials.

Teachers hope to use more non-verbal communication to motivates the students in the English learning process. The first non-verbal communication they can employ is an affected display of facial expression. Teachers should show their happy facial expressions because happy expression from their teacher brings a good impact for the students to learn more. Try not to show sad expression because it will lose their motivation. As the next steps, teachers can employ their hands to support their explanation and every verbal communication they uttered. Because through their teacher hand movements the students get more draw of the teachers' sentences.

REFERENCES

- Aimah, S., Ifadah.M., & Bharati, D. A. L. (2017). "Building teacher's pedagogical competence and teaching improvement through lesson study". *Arab World English Journal (AWEJ)*, 8(1), 66-78. doi:<https://dx.doi.org/10.24093/awej/vol8no1.6>.
- Ahmed, S. (2015). "Attitudes towards English language learning among EFL learners at UMSKAL". *Journal of Education and Practice*, 6(18).
- Ali, S. A. M. (2011). "The use of non-verbal communication in the classroom". *Foreign Language Teaching and Applied Linguistics*, 1096-1099.
- Aniroh, K. (2009). "From English as a general school subject onto English as a medium for learning specific subjects: The need to shift in the teaching orientation". *TEFLIN Journal*, 20(2).
- Apriliyanti, A., Warsono., & Mujiyanto, J. (2018). "The correlation between interest, motivation, English self-concept and English-speaking performance in nursing students". *English Education Journal*, 8(3), 11-20. Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Armstrong, S. W., & Hope, W. C. (2016). "Technical college teachers' communication and its impact on students' motivation". *Journal of Education and Human Development*, 5(1), 24-33. doi: 10.15640/jehd.v5n1a3.
- Babonea, A., & Munteanu, A. (2012). "Towards positive interpersonal relationships in the classroom". *International Conference of Scientific Paper Afases*, 1-4.
- Ballester, E. P. (2015). "Verbal and nonverbal teacher immediacy and foreign language anxiety in an EFL university course". *PortaLinguarum*, 23, 9-24.
- Bambaeroo, F., & Shokrpour, N. (2017). "The impact of the teachers' non-verbal communication on success in teaching". *Journal of Advances in Medical Education & Professionalism*, 5(2), 51-59.
- Barabar, A., & Caganaga, C. K. (2015). "Using nonverbal communication in EFL classes". *Research Gate*, 10(2), 136-147. Retrieved from <https://www.researchgate.net/publication/281742039>.
- Barati, L. (2015). "The impact of eye-contact between teacher and student on L2 learning". *Journal of Applied Linguistics and Language Research*, 2(7), 222-227.
- Baringer, D. K., & McCroskey, J. C. (2000). "Immediacy in the classroom: Students immediacy". *Communication Education*, 49(2), 178-186.
- Barry, B. E. (2011). "Student nonverbal communication in the classroom".

- Behjat, F., Bayat, S., & Kargar, A. A. (2014). "An investigation of students' attitudes on teachers' nonverbal interaction in Iranian EFL classrooms". *International Journal of Language and Linguistics*, 2(6-1), 13-18. doi: 10.11648/j.ijll.s.2014020601.13.
- Blonskytė, M., & Petronienė, S. (2013). "Translation of the Russian Nadsatslang in Anthony Burgess' novel *A Clockwork Orange* into Lithuanian". *Studies about Languages*, (22). Retrieve from <http://dx.doi.org/10.5755/j01.sal.0.22.4293>.
- Brown, H. Douglas. (2001). "Teaching by Principles: An Interactive Approach to Language Pedagogy", Second Edition. San Francisco: Longman.
- Buja, E. (2009). "The influence of a teacher's non-verbal behaviour on students' motivation". *Bulletin of the Transilvania University of Braşov*, 2(51), 135-142.
- Bunglowala, A., & Bunglowala, A. (2015). "Nonverbal communication: An integral part of teaching learning process". *International Journal of Research in Advent Technology*.
- Butt, Naeem, Muhammad. (2011). *Impact of Non-Verbal Communication on Students' Learning Outcomes*. Faculty of Arts, Social Sciences & Education. Sarhad University of Science and Information Technology, Peshawar – Pakistan: D.Phil. thesis.
- Carvalho, S. and White, H. (1997). *Combining the quantitative and qualitative approaches to poverty measurement and analysis: The practice and the potential*. World Bank Technical Paper 366. Washington, D.C.: World Bank
- Chaudhry, N. A., & Arif, M. (2012). Teachers' nonverbal behaviour and its impact on student achievement. *International Education Studies*, 5(4).
- Creswell, J. W., (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage Publications, Inc.
- Dailey, A. (2009). *Key motivational factors and how teachers can encourage motivation in their students*. Assessment Task of Birmingham University.
- Dammak, M. K., Azaiez, F., & Bahloul, M. (2015). Quantitative study of verbal communication of the teacher toward girls and boys. *Creative Education*, 6, 1336-1341. Retrieved from <http://dx.doi.org/10.4236/ce.2015.612134>.
- Davies, M. J. (2012). *Increasing students' L2 usage: An analysis of teacher talk time and student talk time*. Ingggris: Centre for English Language Studies of University of Birmingham.
- Denzin, N. (1970). *The Research Act in Sociology*, Chicago: Aldine
- Ditaul, R. C. (2012). "The Motivation for and Attitude towards Learning English". *Asian EFL Journal*, 63.

- Dornyer Z. (1998). *Motivation in Action: a Process Model of L2 Motivation*, working papers in applied linguistics (Thames Valley University, London), 4:43-69.
- Dornyer Z. (1999). *Motivational Strategies in the Foreign Language Learning*, London: CILT.
- Farida, R. A., Warsono., & Hartono, R. (2018). The cultural relation between verbal languages and visual image in English textbooks for junior high school. *English Education Journal*, 8(3), 36-42. Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Flander, N. (1970). *Analysis Teaching Behavior*. Reading, MA: Addison – Wesley.
- Fernández, D. M. & Cañado, M. L. P. (2001). Exploring the student's motivation in the EFL class, en E. García Sánchez (ed.), *Present and Future Trends in TEFL*, 321-364.
- Fitriati, S. W. (2016). "Safetalk practices in content and language integrated learning (CLIL) classes". *Language Circle: Journal of Language and Literature*, 11(1). Retrieved from <http://journal.unnes.ac.id>.
- Fitriati, S. W., Isfara, G. A. V., & Trisanti, N. (2017). "Teachers' questioning strategies to elicit students' verbal responses in EFL classes at a secondary school". *Journal of English Education*, 5(2), 217-226.
- Galloway, C. M. (1966). *An exploratory study of observational procedures for determining teacher nonverbal communication*. Unpublished Doctoral Dissertation, University of Florida, Gainesville.
- Ghenghesh, P. (2010). The motivation of L2 learners: Does it decrease with age? *English Language Teaching*, 3(1).
- Ghazvini, S. D., & Khajehpour, M. (2011). Attitudes and motivation in learning English as second language in high school students. *Procedia Social and Behavioral Sciences* 15, 1209-1213.
- Gopalan, V., Bakar, j. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017). A review of the motivation theories in learning. *The 2nd International Conference on Applied Science and Technology 2017 (ICAST'17)*. Retrieved from <https://doi.org/10.1063/1.5005376>.
- Guerrero, L. K., & Georgakopoulos, A. (2010). Student perceptions of teachers' nonverbal and verbal communication: A comparison of best and worst professors across six cultures. *International Education Studies*, 3(2).
- Hai, S. K., & Bee, L. S. (2006). "Effectiveness of interaction analysis feedback on the verbal behaviour of primary school mathematics teachers". *Jurnal Pendidik dan Pendidikan, Jil*, 21, 115-128.

- Hartono, H., Saleh, M., & Anggani, D. (2017). "Towards teachers' communicative competence enhancement: A study on school preparation for bilingual programs". *A Journal of Culture, English language, Teaching & Literature*, 17 (1).
- Heath-Reynolds, J. (2014). *The effect of teacher nonverbal expressiveness on ratings of teacher effectiveness and student learning*. Unpublished Dissertation, Florida State University.
- Henning, M. (2007). *Students' motivation to learn, academic achievement, and academic advising*. Unpublished Thesis, AUT University.
- Houng, T. N. N. (2002). Nonverbal communication and teaching English. *Teacher's Edition*, 30-35.
- Hsu, L. (2006). "The impact of perceived teachers' nonverbal immediacy on students' motivation for learning English". *Asian EFL Journal*, 12(4).
- Hsu, L., & Roso, C. G. (2006). The relationship between teachers' verbal and nonverbal immediacy behaviors and students' willingness to speak in English in central Taiwanese college classrooms. *Ed. D., Oral Roberts University*.
- Husna, A. H., Hartono, R., & Sofwan, A. (2015). "Teacher's and students' talks and their nonverbal communication in the classroom interaction". *English Education Journal*, 5(1). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Indriati, A., & Rukmini, D. (2014). "The effectiveness of picture series and graphic organizer on students with high and low motivation in comprehending narrative texts". *Journal of Language and Literature*, 11(1), 1858-0165. Retrieved from <http://journal.unnes.ac.id>.
- Johnston, J. (2014). *Nonverbal immediacy in the ESL classroom*. Unpublished Thesis of California State University, Chico.
- Karim, A. H., & Sotoudehnama, E. (2017). "A qualitative study on teacher's nonverbal communication and Iranian EFL learners' perception of language learning". *Journal of Language Horizons*, 1(1).doi: 10.22051/lghor.
- Keblawi, F. (nd). A review of language learning motivation theories.
- Khan, N., Mohammad, Dr. N., Shah, N., Irfanullah., & Farid, N. (2016). A study of the use of eye contact in teaching learning process at secondary level in district peshawar. *Language in India*, 16.
- Kozić, D., Žunac, A. G., & Bakić-Tomić, L. (2013). "Use of non-verbal communication channels in the classroom". *Croatian Journal of Education*, 15(1), 141-153.

- Küçük, M. (2016). "Students' perception about teachers' nonverbal immediacy behaviour: a case of communication sciences faculty". *Online Journal of Communication and Media Technologie*, Special Issue.
- Kusdianang, P. E., & Bharati, D. A. L. (2016). "Improving students' motivation in speaking ability by using story retelling". *English Education Journal*, 6(2). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Leal, E. A., Miranda, G. J., & Carmo, C. R. S. (2012). Self-determination theory: An analysis of student motivation in an accounting degree program. *R. Cont. Fin. – USP, São Paulo*, 24(62), 162-173, maio/jun./jul./ago.
- Lei, X. (2009). Communicative teacher talks in the English classroom. *English Language Teaching*, 2(1). Retrieved from www.ccsenet.org/journal.html.
- Liando, N. V. F. (2010). Students' vs teachers' perception on best teacher characteristics in EFL classrooms. *TEFLIN Journal*, 21(2), 118-136.
- Long, C., Ming, z., & Chen, L. (2013). The study of student motivation on English learning in junior middle school - A case study of no.5 middle school in Gejiu. *English Language Teaching*, 6(9).
- Mahadi, T. S. T., & Jafari, S. M. (2012). "Motivation, its types, and its impacts in language learning". *International Journal of Business and Social Science*, 3(24).
- Manoli, P., & Bekiari, A. (2015). EFL teacher verbal aggressiveness and students intrinsic motivation and social-affective strategy use: Investigating possible relations. *Advances in Research*, 5(6), 1-13.
- Mohammed, S. (2006). *The Role of Nonverbal Communication in Beginners' EFL Classrooms*. Benabdellah University, Faculty of Letters and Humanities.
- Mujiyanto, Y. (2017). The verbal politeness of interpersonal utterances resulted from back-translating Indonesian texts into English. *Indonesian Journal of Applied Linguistics*, 6(2), 288-300. doi: [dx.doi.org/10.17509/ijal.v6i2.4914](https://doi.org/10.17509/ijal.v6i2.4914).
- Mumtaz, S. (2000). "Factors affecting teachers' use of information and communications technology: A review of the literature". *Journal of Information Technology for Teacher Education*, 9(3), 319-342. doi: [10.1080/14759390000200096](https://doi.org/10.1080/14759390000200096).
- Negi, J. S. (2009). "The role of teachers' non-verbal communication in ELT classroom". *Journal of NELTA*, 14(1-2).
- Nigussie, M. (2015). "An insight into non-verbal communication for EFL teachers and learners". *International Journal of Innovations in TESOL and Applied Linguistics*, 1(1).
- Nugroho, K. Y. (2010). *Interaction in english as a foreign language classroom (A case of two state senior high schools in Semarang in the academic year*

- 2009/2010). Unpublished Thesis of Semarang State University, Semarang, Indonesia.
- Özmen, K. S. (2011). "Perception of nonverbal immediacy and effective teaching among student teachers: A study across cultural extremes". *International Online Journal of Educational Sciences*, 3(3), 865-881.
- Ozuorcun, F. (2013). "The Importance of body language in intercultural communications". *EUL journal of social sciences*, 70-81.
- Pan, Q. (2014). Nonverbal teacher-student communication in the foreign language classroom. *Theory and Practice in Language Studies*, 4(12), 2627-2632. doi:10.4304/tpls.4.12.2627-2632.
- Pandey, R. (2017). "Understanding and use of Non-verbal communication in classroom by teacher educator of secondary teacher training institutions of Ranchi, Jharkhand". *The Research Journal of Social Sciences*, 8(9).
- Peng, H. (2011). Effects of Non-verbal Communication on College English Classroom Teaching. *US-China Foreign Language Vol. 9*: pp. 505-516.
- Pujiastuti, R. T. (2013). "Classroom interaction: An analysis of teacher talk and student talk in English for young learners (EYL)". *Journal of English and Education*, 1(1), 163-172.
- Qashoa, S. H. H. (2006). "Motivation among learners of English in the secondary schools in the Eastern Coast of the UAE". *Unpublished dissertation, Institute of Education of the British University, Dubai*.
- Richards, J.C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed). Harrow, UK: Pearson Education Limited.
- Rizki U, M. S., Rukmini, D., & Sutopo, D. (2013). "The use of picture games to improve students' motivation in learning vocabulary". *English Education Journal*, 3(2). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Rofi'i, S., Rukmini, D., & Hartono, R. (2014). "Improving students' motivation in writing descriptive texts by using mind mapping technique". *English Education Journal*, 4(2). Retrieved from t
- Samsudin., & Sukrisno, A. (2016). "Improving students' motivation in speaking ability by using story retelling. *English Education Journal*, 6(2)". Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Saputra, M. A., & Sutopo, D. (2016). "The relation between verbal and visual expressions in sanders and demicco's "The croods 1"". *English Education Journal*, 6(1). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Sato, R. (2018). "Examining EFL Teachers' Non-verbal behaviours in English-medium Lessons". *The Journal of Asia TEFL*, 15(1). Retrieved from <http://journal.asiatefl.org/>

- Shams, M. (2008). "Students' attitudes, motivation, and anxiety towards English language learning". *Journal of Research and Reflections in Education*, 2(2), 121-144. Retrieved from <http://ue.edu.pk/jrre/articles /22003.pdf>
- Saville-Troike, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press.
- Schmidt, H., Carocci, N., Gardner, C., Serroul, A., & Topalovic, M. (nd). *Motivations for going to university: A qualitative study and class project*. Cape Breton University.
- Setiananingrum, D., & Saleh, M. (2016). "Classroom interaction patterns in higher education". *English Education Journal*, 6(2). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Setiawati, L. (2012). "A descriptive study on the teacher talk at EYL classroom". *Indonesian Journal of Applied Linguistics*, 1(2), 33-48.
- Seo, Y. M. E. (2011). "English language learners' motivation and their perceptions of the effectiveness and enjoyment of teaching methods and learning activities". *Unpublished Thesis, Bowling Green State University*.
- Sinclair, J. M & Brazil, D. (1985). *Teacher Talk*. London: Oxford University Press.
- Somsai, S., & Intaraprasert, C. (2011). "Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English". *GEMA Online™ Journal of Language Studies* 83, 11(3).
- Sukirlan, M. (2014). Teaching communication strategies in an EFL class of tertiary level. *Theory and Practice in Language Studies*, 4(10), 2033-2041. doi:10.4304/tpls.4.10.2033-2041.
- Swanson, P. (2015). "Spanish teachers' communication competence as it relates to student performance on the national Spanish exams". *Electronic Journal of Foreign Language Teaching*, 12(2), 149-168.
- Syafiq, A. N., & Saleh, M. (2012). "Humour English teaching material for improving students' speaking skill with high and low learning motivation". *Language Circle: Journal of Language and Literature*, 7(1).
- Tai.Y. (2017). The application of body language in English teaching. *Journal of Language Teaching and Research*, 5(5) 1205-1209. doi:10.4304/jltr.5.5.1205-1209.
- Tamimi, A., & Shuib, M. (2009). "Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadhramout university of sciences and technology". *GEMA Online Journal of Language Studies*, 9(2).
- Tuan, L. T., & Nhu, N. T. K. (2010). Theoretical review on oral interaction in EFL classrooms. *Studies in Literature and Language*, 1(4), 29-48.

- Ubaedillah., & Hartono, R. (2016). "Physical and psycho-social environments strategies in managing English classes for young learners". *English Education Journal*, 6(2). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>.
- Urhahne, D. (2015). "Teacher behavior as a mediator of the relationship between teacher judgment and students' motivation and emotion". *Teaching and Teacher Education*, 45, 73-82. <http://dx.doi.org/10.1016/j.tate.2014.09.006>
- Vibulphol, J. (2016). Students' motivation and learning and teachers' motivational strategies in English classrooms in Thailand. *English Language Teaching*, 9(4).
- Veronica, A. C. S. (nd). Motivation in language learning. University of Oradea, Faculty of Electric Engineering and Information Technology, Univeristati.
- Wimolmas, R. (nd). A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University.
- Witt, P., Schrodtt, P., & Turnman, P. (2010). "Instructor Immediacy: Creating connections conducive to Classroom Learning". In D.L. Fassett & J.T. Warren (Eds.), *The Sage Handbook of Communication and Instruction* (pp.201-219). Thousand Oaks, CA: Sage.
- Zaman, J. (2015). "Role of motivation in second language learning: A study of private university students in Bangladesh". *Unpublished Dissertation, BRAC Institute of Languages*.
- Zeki, C. P. (2009). The importance of non-verbal communication in classroom management. *Procedia-Social and Behavioral Sciences*, 1.
- Zorić, G. (2010). "Hybrid approach to real-time speech driven facial gesturing of virtual characters". *Unpublished Doctoral Thesis, University of Zabreg, Barcelona-Spain*.
- Zoric, G., Forchheimer, R., & Pandzic, I. S. (2010). On creating multimodal virtual-real time speech driven facial gesturing. *Multimed Tools Appl*.doi: 10.1007/s.

APPENDICES

Appendix 1: Teachers' Verbal Communication

To answer research question number one, the writer will identify the utterances that used by teachers during the English classes by using table of teachers' verbal communication based on Framework of teacher talk according to Sinclair & Brazil (1985).

Table of teachers' verbal communication based on Framework of teacher talk according to Sinclair & Brazil (1985).

No	Kinds of teachers' verbal communication during English class	Utterance	Purpose/meaning
1	Questioning		
2	Invitation		
3	Direction		
4	Inform		
5	Prompt		
6	Encouragement		
7	Criticizing		
8	Ignoring		
9	Acknowledgement		
10	Comment		

Appendix 2: Teachers' Non-Verbal Communication

To answer research question number two, the writer will identify the act or behaviours that used by teachers during the English classes to know teachers non-verbal communication by using table of teachers' non-verbal communication based on Framework of teacher non-verbal communication according to Wang and Loewen (2015).

TEACHERS' NON-VERBAL COMMUNICATION IN ENGLISH CLASS

No	Kinds of teachers' non-verbal communication during English class	Movement	Purpose/meaning
1	Iconic gestures		
2	Metaphoric gestures		
3	Deictic gestures		
4	Beat gestures		
5	Head movements		
6	Affect display		
7	emblems		

Appendix 3: List of Questionnaires

To answer question number three, to know the impact of teachers' verbal communication on students' motivation in learning English, the writer will use the instrument that is adapted from Verbal Immediacy Times proposed by Gorham (1988).

Direction:

The purpose of this questionnaire is to obtain your perception of teacher immediacy behaviors in the classroom. Reflect back on your overall instructional experiences at your current institution as you respond to the following questions. For each item, please select the option that best describes how you perceive your instructor to behave.

Scale: Never = 0 Rarely = 1 Occasionally = 2 Often = 3 Very Often = 4

No	Verbal Communication	0	1	2	3	4
1	Uses personal examples or talks about experiences she/he has had outside of class.					

2	Asks questions or encourages students to talk.					
3	Gets into discussions based on something a student brings up even when this doesn't seem to be part of his/her lecture plan.					
4	Uses humor in class.					
5	Addresses students by name.					
6	Addresses me by name.					
7	Gets into conversations with individual students before or after class.					
8	Has initiated conversations with me before, after or outside of class.					
9	Refers to class as "my" class or what "I" am doing. *					
10	Refers to class as "our" class or what "we" are doing.					
11	Provides feedback on my individual work through comments on papers, oral discussions, etc.					
12	Calls on students to answer questions even if they have not indicated they want to talk. *					
13	Asks how students feel about an assignment, due date or discussion topic.					
14	Invites students to telephone or meet with him/her outside of class if they have questions or want to discuss something					
15	Asks questions that have specific, correct answers. *					
16	Asks questions that solicit viewpoints or opinions.					
17	Praises students' work, actions or comments.					
18	Criticizes or points out faults in students' work, actions or comments. *					
19	Will have discussions about things unrelated to class with individual students or with the class as a whole.					
20	Is addressed by his/her first name by students.					

Following are the sections of times that relate to teachers' verbal communication. Below is the 5-point scale. Please indicate the degree to which you agree or disagree to the given statements, as per following abbreviation.

1. Strong Agree (SA)
2. Agree (A)
3. Un-Decided (UD)
4. Disagree (D)
5. Strong Disagree (SD)

1	Teacher's question force me to think and answer it during the English class	SA	A	UD	D	SD
2	I prefer invited by the teacher to present my opinion in front of the class to my own inicitatif	SA	A	UD	D	SD
3	I like teaching learning process when teacher gives clearly direction better than read the instruction on the book my self	SA	A	UD	D	SD
4	I lose interest and feel unmotivated when my teacher doesnot inform the mistake that I made through my task or respons	SA	A	UD	D	SD
5	It will gives me more understanding if teacher gives clues to do the task or to know the incorrect part	SA	A	UD	D	SD
6	I enjoy when teacher encourage me and respect to my answer whether it is wrong answer	SA	A	UD	D	SD
7	I feel shy and upset when teacher criticize me in front of the class	SA	A	UD	D	SD
8	I feel my work is useless when teacher ignore my opinion or my answer and did not Correct my mistake	SA	A	UD	D	SD
9	I enjoy when teacher gives comment to my work	SA	A	UD	D	SD

10	Teachers' comment influences me in doing my task	SA	A	UD	D	SD
11	I enjoy when teachers' give feedback to my answer or opinion.	SA	A	UD	D	SD

Appendix 4: List of Instruments for Teachers' Non-Verbal Communication

To answer question number four, to know the impact of teachers' non-verbal communication on students' motivation in learning English, the writer will use the instrument that some of the content is adapted from Butt (2011).

Following are the sections of times that relate to teachers' non-verbal communication. Below is the 5-point scale. Please indicate the degree to which you agree or disagree to the given statements, as per following abbreviation.

1. Strong Agree (SA)
2. Agree (A)
3. Un-Decided (UD)
4. Disagree (D)
5. Strong Disagree (SD)

Hand Gestures

1	Body movements of the teacher during teaching process help me in understanding the lesson.	SA	A	UD	D	SD
2	I understand the lesson more effectively when the teacher uses his/her hands to give us additional meaning of the topic.	SA	A	UD	D	SD

3	I enjoy teaching learning process when teacher moves his/her hands, shoulders and head to make the lesson more interesting and informative.	SA	A	UD	D	SD
4	I lose interest and feel unmotivated when my teacher sits in the chair during teaching process.	SA	A	UD	D	SD
5	Due to the body movements of the teacher, the classroom environment becomes conducive to learning.	SA	A	UD	D	SD
6	Teacher's body movements help me to understand and take more interest in learning	SA	A	UD	D	SD
7	I understand the teacher explanation more when she/he move their hand to practice something that I should do related to their instruction.	SA	A	UD	D	SD
8	I understand and focus the teacher explanation more when she/ he point the things that is being expladine	SA	A	UD	D	SD
9	Teachers hand moevents help me to undertsand teachers instruction and explanation during English class	SA	A	UD	D	SD
10	Teachers should move their hands while they are teaching and explaining English in order go make the students understand because of lackness in English vocabulary	SA	A	UD	D	SD

Head Movement

1	Body movements of the teacher during teaching process help me in understanding the lesson.	SA	A	UD	D	SD
2	I understand the lesson more effectively when the teacher uses his/her head to give response to our answer/ feedback	SA	A	UD	D	SD
3	I enjoy teaching learning process when teacher moves his/her hands, shoulders and head to make the lesson more interesting and informative.	SA	A	UD	D	SD

4	I lose interest and feel unmotivated when my teacher sits in the chair during teaching process.	SA	A	UD	D	SD
5	Due to the head movements of the teacher, the classroom environment becomes conducive to learning.	SA	A	UD	D	SD
6	Teacher's head movements help me to understand and take more interest in learning	SA	A	UD	D	SD
7	I understand the answer is the true or not true by looking at my teacher head movement	SA	A	UD	D	SD
8	I feel happy when teacher nodding her/his head while I answering the question, I admit it as sign that my teacher agree with me/ my answer	SA	A	UD	D	SD
9	I feel sad and shy when teacher shake her/his head while I answering the question,I admit it as sign that my teacher did not agree with me/ my answer	SA	A	UD	D	SD
10	I will pay more attention during the class when teacher move their head and looking at me	SA	A	UD	D	SD

Emblems

1	I will be quite when teacher put hi/her finger in front of their mouth, as emblem that student should be quite	SA	A	UD	D	SD
2	I will try to answer a question when teacher give assign to me to annswer the question/ to continue my explanation	SA	A	UD	D	SD
3	I feel happy when teacher give me thumb to my answer/explanation, it means my answer is good	SA	A	UD	D	SD
4	The class will be quite as soon as teacher raise his/her hand and form in three finger, as sign that students have to pay attention	SA	A	UD	D	SD

5	I will read the sentence which is pointed by teacher and follow teacher hand movement	SA	A	UD	D	SD
---	---	----	---	----	---	----

Affect Dispalay

1	I mostly understand teacher's facial expressions generated during teaching learning process.	SA	A	UD	D	SD
2	When teacher enters in the class I notice his/her facial expressions.	SA	A	UD	D	SD
3	Smile on teacher's face motivates me to take interest in the studies.	SA	A	UD	D	SD
4	Anger on teacher's face motivates me to take interest in the studies.	SA	A	UD	D	SD
5	Different expressions on the face of teacher during teaching help me in understanding the concept, he/she is teaching.	SA	A	UD	D	SD
6	I become motivated when teacher appreciates my involvement in the studies through his/her facial expressions in the classroom.	SA	A	UD	D	SD
7	Teacher's facial expressions positively affect the teaching learning process in classroom	SA	A	UD	D	SD
8	Teacher's eye contact makes me attentive in the class.	SA	A	UD	D	SD
9	I am always ready for a question from the teacher when he/she smiles with me in the classroom.	SA	A	UD	D	SD
10	Teacher's regular facial expression in the classroom provokes me to prepare my lesson beforehand.	SA	A	UD	D	SD
11	I recognize teacher's response from his/her facial expression during lessons	SA	A	UD	D	SD
12	I recognize teacher's appreciation for me during lesson from his/her face expression.	SA	A	UD	D	SD
13	Teacher's regular face expression makes the classroom's environment alive to the lesson taught.	SA	A	UD	D	SD

Appendix 5: Interview list

1. How can you describe your motivation in the English language classrooms?

2. In your opinion what is the motivational strategies that should be used in language classroom?
3. At the beginning of the language class or task, how can English teacher initiate students' motivation?
4. During English classroom or during doing a task, how can a teacher keep students motivated?
5. At the end of the classroom or task, what strategies do a teacher should use to motivate her students?
6. Tell me about a motivated teacher, what does she do to keep you motivated?

Mrs. Dwi and students' conversation transcript in English class

T: Assalamu'alaikum wr wb

S: Wa'alaikum salam wr wb

T: Good afternoon students

S: Good afternoon miss

T: Good afternoon students

S: Good afternoon miss

T: Boys in the corner, are you with me?

S: Yes... Good afternoon

T: Ok, good afternoon students

S: Good afternoon miss

T: Well, my name is Dwi Utami Nurul

S: Siapa? Ibu Dwi...

T: Dwi Utami Nurul. You can call me Miss Nurul. Oke, before we start our lesson today, let's pray. Who is the captain of this class? Who is the captain? Oke the captain, please

S: (ribut). Saya...

T: What is your name? What is your name?

S: Tisu basah (tertawa). Tiong... Tiong

T: My name is

S: My name is

T: You can call me

S: You can call me Tiong

T: So, what is your name?

S: My name is Tiong and you can call me Tiong

T: Ok Tiong, please lead the class to pray . You say let's pray. Ok, let me say in bahasa. Let's pray. Jika kamu bilang let's pray, tengok kanan kiri semuanya sudah siap berdoa belum, kalau sudah, pray begins. Terus nanti berdoa, setelah selesai berdoa say finish. After that you say finish and everyone will say good afternoon. You get it? Paham?

S: Paham

T: Ok.

S: Adu mamae. Let's pray

T: Let' pray. Let's pray. Pray begins. After you say, pray begins, tengok kanan kiri, and then you say pray begins. After pray begins, all of you are praying. Jadi setelah bilang pray begins baru kalian semua ber...

S: Doa. Let's pray... Pray begins... Finish. Good afternoon miss

T: Ok good afternoon students, thanks. Ok, before we start our material, so we have to review or recall your memories about the previous meeting. Jadi sebelum kita belajar bahasa inggris hari ini, kita akan mereview, mengingatkan kembali dari pertemuan sebelumnya

S: Yes

T: what have you learned on last meeting?

S: Can sama cannot

T: have you learned about will ?

S: No... will belum mom

T: Ok, coba contoh kalimat yang menggunakan can

S: I can...

T: what is the meaning of can?

S: Bisa atau dapat

T: Iya, the formula? Rumusnya ada subject plus predicatedenya pake can atau cannot plus verb berapa

S: Verb satu

T: Plus object

S: Object

T: Ok, who is the subject ?

S: Vebi

T: What is your name? My name is...

S: My name is Mario

T: You can call me

S: You can call me Mario

T: Ok Mario can play the ball, what is thre meaning?

S: Mario dapat bermain bola

T: Kalau negativenya?

S: Mario cannot play the ball. Pintarkan?

T: what about the interrogative?

S: Can Mario play the ball?

T: Yes, right.

S: Masuk pak Eko

T: And then if the answer is yes

S: Yes

T: Mario is a girl or boy ?

S: Cowok.... cewek

T: Mario diganti He. If wrong?

S: He cannot play the ball.

T: And we change to will...what is will?

S: Akan

T: Ok, sekarang kamu bikin kalimat dengan will(now, you make a sentence using “will”) . Contohnya, what is your name?

S: Syifa. My name is Miswari, you can call me Miswa

T: Ok Miswa, Miswa will go to school...Ingat ya kalau will itu belum dilakukan, akan, artinya akan. Misalnya go to school tomorrow. Artinya Miswa akan pergi ke sekolah besok. Mungkin hari ini dia sakit ya, mungkin. Ok and than,the negative form?

S: Negative nya

T: Ok hello everybody, are you with me? Are you with me? Boys in the corner?

S: Yes

T: Ok, change the positive one into the negative one.

S: Miswa will not go to school tomorrow

T: And then the interrogative one?

S: Will Miswa go to school tomorrow?

T: do you understand?

S: Paham

T: As far as good,

S: Yes

T: do you have question??

S: No...

T: Ok, dicoba ya... Ok, lets try, to memory this material. What is verb?

S: Gak tau

T: Kata yang menunjukkan sebuah tindakan atau perbuatan. Ok start from you, mention verb! Kata kerja. Misalnya read, membaca.

S: Read

T: Sebutkan kata kerja yang lain, ok you/mention anther verbs,

S: Sweep

T: Menyapu. And you!

S: Bring.

T: You please!

S: Swim

T: And then you boy

S: Run

T: And then you

S: Walk

T: And you, you have to mention

S: Write

T: And you

S: Watch

T: You

S: Sing

T: Other please

S: Check

T: And you, mention verb

S: Sing

T: Other please, can you find other verbs

S: Play

T: And then you boy

S: See

T: Tinggal dua ini ya

S: Pray

T: What else, just say in Bahasa and I will translate. Coba bahasa inggrisnya membaca?

S: Read

T: Bahasa Inggris nya, apa ya? Ok kamu mau mengatakan apa, saya akan mengartikannya. What will you say? I will translate it

S: Read

T: It already mentioned.

S: Makan

T: Ok, eat. Oke students let's jump to our material today. Kita hari ini akan belajar suggestion. What is suggestion in Indonesia.

S: Yes

T: Yaa... kita mengenalnya dengan kata saran. We use "should". You can open your book page 34. Boys in the corner, are you with me? Boys in the corner. Boys in the corner are you with me? Yes you, what are you doing?

S: Apa yang kamu lakukan

T: Lagi nulis apa?

S: Nulis materi

T: Buku bahasa Inggrisnya mana?

S: Ini

T: Oke, open page 34. Boys, open your book please, page 34. Halaman berapa?

S: Tiga puluh empat

T: Yes, you are a smart students. Ok students, please listen and repeat after me. Jadi dengarkan dan ulangi setelah

S: Saya

T: Miss Nurul. We will... ok everybody, listen and repeat after me, please. We will

S: We will

T: Use more English now

S: Use more English now

T: You should

S: You should

T: Meet me

S: Meet me

T: And your friends

S: And your friends

T: In English

S: In English

T: You should

S: You should

T: Ask question

S: Ask question

T: In English

S: In English

T: You should

S: You should

T: Answer question

S: Answer question

T: In English

S: In English

T: You should

S: You should

T: Take leave

S: Take leave

T: In English

S: In English

T: You should

S: You should

T: Take leave

S: Take leave

T: In English too

S: In English too

T: But don't worry

S: But don't worry

T: When you need

S: When you need

T: I will help you

S: I will help you

T: Should

S: Should

T: Boys, you are in the corner, say should

S: Should

T: Now

S: Now

T: Know

S: Know

T: What is the difference?

S: Sekarang dan tahu

T: Read this now, and this one know

S: Now, know

T: Good

S: Good

T: So far so good. So now we jump to the roles of suggestion. Rumusnya apa ya kalau pake should? Subject plus

S: Verb

T: Verbnya yang dipake verb berapa?

S: Dua,,, satu,,,

T: Verb one, and then plus

S: Object

T: Oke contohnya, we, kita, we will run. We should do our homework. What is homework?

S: PR

T: PR. We should do our homework after school. Oke coba, Hai...

S: Hai

T: Hallo

S: Hallo

T: Are you with me?

S: Yaaa

T: Oke, for the first sentence. We should do our homework after school artinya?
Kita harus, oke should itu artinya sebaiknya atau

S: Seharusnya

T: Kita sebaiknya. Do, what is do, we should do, mengerjakan. Our homework PR
kita, after school, setelah sekolah. We should not, kita sebaiknya tidak bermain
diluar, before we do our homework, sebelum mengerjakan PR

S: Masa sih?

T: Contohnya lagi ada di halaman 37. Thirty seven. Itu ada sebuah situasi,
contohnya itu we have two tests tomorrow, English and IPS. Artinya apa? We
have, kita punya dua test besok, bahasa inggris dan IPS. Itu syaratnya apa? You
should... Oke everybody, listen and repeat after me.

S: Yes

T: We have

S: We have

T: Two tests

S: Two tests

T: Tomorrow

S: Tomorrow

T: English

S: English

T: English

S: English

T: And

S: And

T: IPS

S: IPS

T: You should

S: You should

T: Not go to the game

S: Not go to the game

T: You should

S: You should

T: Study for the test

S: Study for the test

T: Oke, yang nomor dua. I do not know

S: I do not know

T: The meaning of row

S: The meaning of row

T: Artinya apa? Saya tidak tau artinya

S: Artinya apa? Saya tidak tau artinya

T: What is row?

S: I do not know

T: Now, you answer

S: Now, you answer

T: What is row in bahasa? Ga...

S: Garis

T: Ok, what is the suggestion. You should

S: You should

T: Look it up

S: Look it up

T: In the dictionary

S: In the dictionary

T: Of yourselves

S: Of yourselves

T: You should not

S: You should not

T: Depend on

S: Depend on

T: Others

S: Others

T: All the time

S: All the time

T: Artinya?

S: Artinya? (Tertawa)

T: Coba semuanya, artinya?/ok everybody, what is the meaning?

S: Coba semuanya, artinya?

T: No... You do not have to repeat after me.

S: Yes

T: Coba sekarang kita artikan sama-sama ya. You should look it up, artinya.

S: Kamu sebaiknya mencarinya di kamus oleh diri kamu sendiri.

T: You should not, kamu sebaiknya, depend on, depend on artinya? What is depend? Bergantung

S: Bergantung

T: To others, artinya, pada orang lain

S: Pada orang lain

T: All the time

S: All the time

T: Tiap waktu

S: Tiap waktu

T: Ok students, now I will divide you into six groups, no, seven groups, sorry. So you have to count one till seven. Said one, Said one, Said one.

S: One, One, One

T: Ok, group one, two, three, four, five, six, seven

S: (ribut)

T: Oke students, please move.

S: (sambil ribut)

T: Sudah? Sudah semua ya. Sudah? Oke, oke, the role is the think pair-shared. The first you think, I will give you a statement. Oke semuanya, let me speak in bahasa to make it easy. Peraturannya gini, saya akan memberikan sebuah situasi

seperti contohnya, we will have two tests tomorrow, kita punya dua test tomorrow, besok. Ketika saya sudah memberikan situasi, anda semua think, berpikir untuk membuat kalimat dengan menggunakan should dan should not. Seperti tadi contohnya. Contohnya you should not go to the game, artinya kamu sebaiknya should not, tidak pergi main game. You should study for the test, kamu sebaiknya belajar untuk test. Itukan menggunakan should dan should not. Okey

S: Yes

T: Do you hear with me? Mendengarkan?

S: Yes

T: peraturannya sudah jelas? Jadi nanti setelah saya memberikan aba-aba untuk berpikir, anda silahkan berpikir, setelah itu nanti saya akan mengucapkan kata guess. Nah kemudian wanna be you, satu diantara kalian untuk mewakili, angkat tangan nya kemudian/so, I will give you sign to think, then you think, then I will say a word ,you will rise hand and answer.

S: Ucapkan

T: Menjawab dengan menggunakan should and should not. This is some verbs that can help you but if you have the other verbs, you can use it. Jadi Disini ada beberapa verb yang akan membantu kalian tapi kalau kalian punya verb sendiri you can do it, kalian bisa menggunakannya. Paham?

S: Paham, insya allah.

T: Boys, paham maksudnya?

S: Yes, berdasarkan pertanyaan.

T: Yes, based on the situation. Ini duduknya berapa?

S: Lima

T: Oke, first situation, yang menang akan dapat start. Jadi saya akan membantu kalian.so, I will help you, Oke the first situation. Ayo semuanya, sama-sama mengartikannya. What is cloudy?

S: Mendung

T: Ok, I will give you three minutes to answer the sentence using this situation.

S: (bertanya sambil ribut)

T: Nah, gitukan kalau tidak mendengarkan. You mention should and should not based on the situation, ayok... Ini balik saja. You just move your chair. Ayo yang ini, where groups are belonged to?

S: Six

T: Oke, jadi kalian membikin kalimat sesuai dengan situasi itu dengan menggunakan should dan should not.

Selang beberapa waktu

T: Oke... hallo, sudah semuanya. Boys in the corner, please. Ok yang belakang sudah, group five sudah?

S: Sudah

T: kelompok yang lain kalau sudah, raise your hand ya...

S: Iya...

T: Oke students, sudah semua ya. The corner, are you with me? Are you with me?

S: Yes

T: Oke, yang bisa menjawab angkat tangannya ya. /ok who want to answer,raise your hand!

Selang beberapa waktu?

S: Miss..

T: Nggak... inikan cepat-cepatan. Yang lebih dulu group 3. Untuk kalian saya akan beri situasi lain dan kalian harus think lagi. I will give you the new situation, you have to think again. Oke...

S: Oke

T: Oke students. Our class is dirty and mussy. What is dirty?

S: Kotor

T: What is mussy?

S: Mess

T: Berantakan. Jadi ruangan kita kotor dan berantakan. Oke kalian membuat kalimat dengan menggunakan should and shoul not start from now! Start from now, okey you make a sentence using should and should not. Hallo group five, do you understand what I mean? Group seven, are you with me?

S: Miss verbnya pake apa?

T: Tergantung subjectnya, subjectnya apa?/depend on the subject, what subject?

S: This class

T: Berarti this class seems

S: Miss... Miss... sudah

T: Oke, dalam hitungan ketiga/ in the third count ya.. one.... two.... three

S: Miss (sambil teriak)

T: Yang belakang

S: You should clean your classroom

T: And should not?

S: Hah... You should not... hah forget. Hahahah

T: What?

S: (menjelaskan)

T: Yes, you are right. Ayok semuanya ini artinya apa?

S: (menjelaskan)

T: Under the desk, di bawah meja. Oke start from now!

Selang beberapa waktu

S: Miss artinya?

T: Mereka sebaiknya tidak membuang sampah di bawah meja/ do not throw the rubbish under the table

S: Miss... Miss... Miss

T: sudah?

S: Sudah

T: oke saya akan menghitung sampai tiga. Turunkan semua tangannya/ okay I will count until three and turn down your hand

S: Woe turunkan dulu tangannya

T: Sudah semuanya, sudah siap?/okey everybody are you ready?

S: Sudah

T: One... oke. One... two... three. (tertawa semua)

S: You should clean the garbage under the desk.

T: Right. What group?

S: Group seven

T: Ayo yang belakang, ayok. Sit down please

S: Sit down, sit down...

T: Sit down on your own chair. What groups are you belonged to? Group berapa ya?

S: Four

T: Oke sudah semua ya

S: sudah

T: Sudah semua, One... one two... one two...three. group two is the winner. Oke everybody, sit down please

S: (ribut)

T: Oke everybody, listen to me. Duduk dulu semuanya. Say congratulations together ya

S: Yes

T: Oke hitungan ketiga ya. One, bilang congratulations semuanya ya, two... three, okay everybody say” congratulation”

T & S: Congratulations

T: Oke everybody, hallo...hallo. everybody because the time is up so I say assalamu’alaikum wr wb

S: wa’alaikum salam wr. Wb

The Students Respons to the Teacher’s Questioning

Students 1

She felt that teachers’ question doesn’t give any influence for her. It means that she is not motivated by teachers’ question. She will learn English with or without teachers’ question.

Students 2

She felt very motivated to answer the question and think hard to solve the problem if teacher give question to her.

Student 3

He think that teachers' question doesn't force him to think and answer the question during the lesson. It means that he does not fell motivation from teachers' question when he learn English.

Student 4

He is agree that theacer's question force him to think harder to find the answer rather than teacher did not give any question while he learn English.

Students 5

She fell unsure that teachers' question make her to think during English lesson. It means that teachers' question does not give any influence to her.

Student 6

Students number six fell un sure if teachers' question make her to think harder during english lesson.

Student 7

Students number seven think very agree when teachers give question , he will force to think to find the answer during English lesson.

Student 8

She fell unsure when teacher ask or give question can force her to think harder.

Student 9

He fell no influence wether the teacher gives him question or not, he will try to think and try to solve the problem while he learn English.

Student 10

Student number 10 admits that when he gets question from the teacher, he will think harder to think and answer the question.

Student 11

Student number 11 agree that teachers' question makes her to think and try to answer the question, but if teachers did not give her question , she will not think and only listen to the explanation.

Student 12

Student number 12 also agree that teachers' question give influence for her to learn seriously during the English lesson.

Student 13

Student number 13 fell unsure if the teachers' question will make him to think more and find the answer rather than if the teacher did not ask any question. Without teachers' question it is a due for him to learn seriously during English Lesson. Sometimes teachers' question gives influence , but sometimes it gives no influence durin English lesson.

Student 14

Student number 14 agree that teachers' question gives her willingness to learn English more in order to answer the question.

Student 15

Students number 15 thinks that teachers' question do not force him to think during English lesson.

Student 16

Students number 16 believes that teachers' question gives reason him to think more during English lesson, but when there is no question from the teacher or the question is directed to another students, there is no responsibility for him to answer the question.

Student 17

Students number 17 stay to think seriously and try to find answers of any questions although the teachers' do not give her any questions. So, question from the teacher is not force him to think.

Student 18

Student number 18 feel unsure if teachers' question force her to answer the question, if she doesn't know the answer then she will ask her friends' help.

Student 19

Students number 19 think that teachers' question force her to think harder about the material and the answer that is needed in English lesson.

Students 20

Students number 20 agree that teachers' question also give her motivation to think to find the answer and learning seriously in English lesson,

Students 21

Students number 21 believe that teacher questions also makes her to think harder in English class.

Students 22

He realize that when teachers give him question , it will force him to think better in English lesson, but if he does'nt get any question from his teacher, he will think slowly.

Students 23

Students number 23 realized that teacher's question influenced her to think harder during the English lesson.

Students 24

He believes when the teacher gives him question, it will help him to choose better answer that he has in his mind.

Students 25

She agree that teacher's question give her chance to think and and answer the question related to the English lesson and remember the true answer.

Students 26

He very agree about teacher's question is something that makes him learn more seriously in learning English.

Student 27

She thinks that teacher's question will influence her and all of her friends to think harder when teacher gives them question.

Student 28

He very agree that teacher's question makes him learn more than there's no question from teacher.

Student 29

He agree by teacher's question the student will think harder than there is no question

Students 30

Teacher's question forces him to think to find the answer especially in some lesson including English.

The Students' Respons to The Teachers' Invitation In Learning English

Student 1

Student number 1 disagree if teachers' invitation motivate her in learning English. For example when she was asked to come forward and write the answer in the whiteboard, she will try her best try.

Student 2

He feel unsure that teacher' invitation motivate students because it make him shy, then if his answer wrong,he will be shouted by another students.

Student 3

She feel more brief and unshy or more confident, for example in English class, teacher invites student to sing to practice the fluency.

Student 4

She feel unsure that teachers' invitation unmotivate her because by teacher invitation , it make her affraid if she make mistake.

Student 5

Student number five caould not decide if teacher's invitation can motivate her to learn more seriously.

Student 6

She did not feel motivated with teacher's invitation during the class, there is no influence for her, because she rarelt invited by the teacher.

Student 7

He feel like usual , whether the teache invite him or not, he will always learn well, with or without teacher's invitation.

Student 8

She feel smart when teacher invite her to answer question,to eda the text or to play role in front of the class.she agree if teacher's invitation motivate her in learning English.

Student 9

He feel more confident if teacher invites her to show her ability and expertise during English lesson.

Student 10

She think that teachers' invitation is good because help to get more confident in front of public,for example when teacher invite student to introduce their selves.

Student 11

She is not sure if teacher' invitation motivate her, because she always tries to answer and solve the problem during the English lesson with or without teacher's invitation.

Student 12

She feel more confident after teacher invite her in front of the class. For example when teacher invited student to do something to get mark.

Student 13

She think that teachers' invitation teach her to be more responsible because she feel targeted by teacher invitation.

Student 14

She think that teacher invitation is good because train our mental and self confidence, learn more for the preparation in order she will be ready anytime the teacher invite her.

Student 15

She agree that teacher invitation motivate her in learning English because it will help her to express her ability in front of her friend. If there is no invitation from the teacher, she will not express her ability because she avoid of being judge by her friend if she try to show off.

Student 16

Teacher invitation to particpate during the lesson motivate her, because by the invitation she feel confidence and habitual to take part in English lesson, for

example when the teacher invite her to sing a song, write the answer in the whiteboard and to read the text.

Student 17

Teacher invitation did not bring any influences to her in following the class. She felt that her teacher rarely invite the students.

Student 18

She feels that everytime the teacher invite her, she gets more energy to study more during the class. She really likes teacher's invitation. For example when the teacher asked her to answer the question or to write the answer in front.

Student 19

When teacher invites her, she feel that her teacher wants her to achieve something, so she wants to reach the achievement as the teacher want.

Student 20

She feel just like usual , and teacher invitation did not give her any influence. She will answer the question if she know the answer.

Student 21

She feel the teacher more appreciate her if the teacher invite her during the class and really eager to pay more attention.

Student 22

He feel honourable when the teacher invite him to answer a question or to take participation during the class, so she really agree if teacher invitation motivate him so much.

Student 23

She will try more if the teacher ask her to participate during the class.

Student 24

He rarely invited by the teacher to take part in learning process, so he could not decided if teacher's invitation can motivate him or not.

Student 25

She would try the best if teacher invite her to answer the question or to express her idea. She just listen passively when there is no push or no invitation for her.

Student 26

She will answer the question more seriously if she is invited by his teacher to take part in learning process.

Student 27

She is agree if teacher should invite the students to answer the question or come forward in front of the class. She has more spirit to pay attention to the learning process better than teacher never invite her.

Student 28

He feel that teacher invitation will influence students willingness to learn, he likes if teacher ask him many question.

Student 29

He feel uncertain if teacher's question or invitation can motivate him. Because teacher did not push the students to answer but only give the question and give it back to another students if they can not answer it.

Student 30

He feel that his teacher rarely give the students question and rarely invites the students, so he thinks that teachers' invitation can not give them motivation.

The Students' respons to The Teacher's Direction

Student 1

She agree that teacher's direction very usefull for her to understand more about the lesson or the task that she should do. In her opinion teacher direction is more usefull than written instruction in the book.

Student 2

Student number 2 very agree if teacher's direction is really needed by the students to give deeper information. By unferstanding more, the students have more motivation to do the task and to follow the material.

Student 3

Students number 3 hopes that everytime teachers give taks or assignment to them, teachers also give the direction, so that they can do the task clearly. He feel that teachers' sirection can motivate him to do any task.

Student 4

Students number 4 agree that teacher's direction can mtivate her in learning English, especially when they do some assignment. Teachers' direction is really needed.

Student 5

Students number 5 feels that direction from the teacher very helpfull, so they understand what should be done by them. He realizes that teachers' direction moivate her so much.

Student 6

When teachers' direction is very clear, she can understand well about the task. She feel that teachers' diection can motivate her to follow the English learning process.

Student 7

Her teacher always gives her direction before they asked to do some task or activity, so she feel that teacher's directon really moivate her.

Student 8

Teacher's direction very helpfull to follow the learning proces, so students number 8 very agree if teachers' direction really motivate her.

Student 9

Althrough sometimes, teachers' tolds the direction not so clear, but it really helping the students, at least to undertstand. May be teacher should repeat the direction many times to get the students' understanding.

Student 10

When she read the direction from the book, she does not undertsand the direction, she still needs teacher's direction. So teacher's direction really influences her in learning process and motivate her.

Student 11

Teachers' direction very helpfull for her to know and understand the process and activity during the learning process.

Student 12

She feel confused whether teachers' direction can motivate her or not during the learning process, because she prefer to her friends' explanation rather than her teachers' direction.

Student 13

Student number 13 always waits for the teacher's direction. It really help her to understand the activity and the assignment while she follows the learning process.

Student 14

Students number 14 really appreciate when teacher gives direction. It really help her in following the learning process.

Student 15

There is a direction in the book, but teacher's direction makes it complete. So he feel teachers' direction motivate her.

Student 16

Teacher's direction should be given in every moment in learning process. She feels that teachers' direction is really helpful for the students to increase her motivation.

Student 17

She thinks it is unuseful if the students only read the direction without teacher's direction. So teacher's direction really motivates her in learning process.

Student 18

Teachers' direction is important for the students. He agrees if teachers' direction can motivate him.

Student 19

She will pay more attention when teacher's gives her a direction. She feels that teachers' direction can motivate her.

Student 20

She really agrees if the teachers' give direction, it will motivate her in learning process.

Student 21

She pays attention, not only direction from the book but also from the teacher's direction. Because it makes her understand about every single step that she should follow to finish the task.

Student 22

She always waits for the teachers' direction because she will be motivated more with teachers' direction.

Student 23

He believes that teachers' direction will motivate him in learning process, especially in difficult materials.

Student 24

Sometimes by asked her friend she will confused, but by teacher's direction she will understand the activity clearly.

Student 25

She really need teachers' direction in evry process of learning in the class or in doing the task or assignment.

Student 26

Students number 26 feels motivated by the teacher's direction. Because , through the teacher's direction she know how to do the task and how to finish the assignment as well as the regulation.

Student 27

She agree if teachers' direction can motivate her because through teachers' she can maximize the result of her task or assignment. Without teachers' direction, she just do the task as she can do.

Student 28

She really feel taht taechers' direction can help her in doing the task or the assignment. So she feel very motivate by the teachers' direction.

Student 29

Teachers' direction really help her to undesrtand the materials and did the task. So she will try to do the task as best as she can by teacher's direction. Especially in doing the assignment and understand the materials.

Student 30

She disagree if teachers' direction can motivate the students, because she will always gives her best, with or wothout teachers' directions and without teachers' direction there is direction from the book, and it is enough.

The Students' Respons to The teachers' Inform In Learning English

Student 1

She think that every people do mistake when they do the task, so its better for teacher to inform the student about the mistake and anything that related to the task. And its a teacher duty to inform to the students about the mistake so they can repaire their mistake.

Student 2

Sometimes she feel just like usual but sometimes she feel uncomfortable with teachers' informs.

Student 3

She feel dissappointed with if teacher inform something wrong with her work.

Student 4

Teacher's inform is good and received baccuse it is for her kindness.

Student 5

Students number 5 feel that teachers' inform is important for her. She feel that from teachers' inform she will know the mistake and repaire the mistake.

Student 6

Teachers' inform is good, because in order to make the students know their mistake.

Student 7

Students number 7 feel that she will be sad if gteacher inform something that she does not understand, but if she is informed something that is understood by her, it is okay.

Student 8

Students number 8 will receive if teacher give information abut her work, so she can repaire her mistake.

Student 9

If teacher inform her, she will make the same mistake.

Student 10

Sometimes she feel lazy to repeat or to rewrite the task after teacher inform her mistake.

Student 11

She will receive and repaire her mistake

Student 12

She will listen to the teachers' information and did as what the teachers' informed.

Student 13

Teachers' inform is normal, because students need teachers' inform to know whether she is wrong or she is right in doing the task or in any other things related to the learning process.

Student 14

She hope that when teachers' inform something , the teacher realize that she is not expert in every lesson.

Student 15

He will accept teachers' inform because it can make her know her misake and repaire it.

Student 16

He likes teachers' inform because through teachers' inform it informs what teacher really know what is on his assignment.

Student 17

Through teachers' inform she will try to avoid the mistake and repaire her mistake.

Student 18

She will listen carefully to teachers' inform and check her answer and correct it carefully based on teachers' inform.

Student 19

Teachers' inform is a little help for her to explain her mistake, and make her assignment better.

Student 20

She will respect the teacher and listen to her teachers' inform .

Student 21

She will do what is teachers' said through teachers' inform.

Student 22

She will listen to the teachers' information and did as what the teachers' informed.

Student 23

Actually, she did not feel comfort with teachers' inform, but she will repaire her work as what teachers' inform.

Student 24

Just repaire the mistake after listen to the teacher's inform.

Student 25

She admit the teachers' inform, and take it as an good advice.

Student 26

He will repaire his work as what teachers' informed.

Student 27

She is very happy with teachers' inform and realize the mistake, finally repaire the mistake.

Student 28

He thinks that teachers' inform is important to know his mistake because without teacher's inform we never know our mistake.

Student 29

He felt little bit annoyed with teachers' inform, especially when teacher asked him to rewrite, redone or repair his mistake, but he will do it if it is needed to repair his mark.

Student 30

He will listen to teachers' inform to know his mistake and repair the mistake.

**The Students' Respons To The Teacher's Encouragement In Learning
English**

Student 1

Students number 1 admit that teachers' encouragement make her confused and uncomfortable.

Student 2

Students number 2 admits that teachers' encouragement sometimes motivate her but sometimes unmotivated, it depends on the teacher itself, because there are many kinds of teachers, some of them are assertive and some of them unassertive.

Student 3

Students number 3 has opinion when teachers encourage too much she feel uncomfortable with those encouragement.

Student 4

He felt that teachers' encouragement make him comfort when he did the task or when he pays attention to the explanation.

Student 5

She think that teachers' encouragement really gives her influence to pay more attention to the teacher.

Student 6

Student number 6 thinks that teachers' encouragement makes her pay more attention to the teacher.

Student 7

He thinks that teachers' encouragement sometimes makes him motivated to learn seriously, but sometimes he annoyed it.

Student 8

She is really agree that teachers' encouragements makes her spiritfull to follow the process of learning.

Student 9

Yes, he thinks that encouragement from the teacher makes him spiritfull.

Student 10

Usually he feels it can motivates him, but rarely he just admitted teachers' encouragement as usual things.

Student 11

Teachers' encouragement makes her pay more attention to the lesson, because through teachers' encouragements she knows which is important.

Student 12

Teachers' encouragements makes her spiritfull to pay more attention to the teachers' explanation and follow the lesson.

Student 13

Teachers' encouragement doesn't motivate him, too many encouragement too strict for him and it makes him get bored.

Student 14

Teachers' encouragement makes her motivated, because she thinks that in order to be smart students need teachers' encouragement to master certain lesson.

Student 15

Teachers' encouragement makes him know which is right and wrong, and it makes him more understand the things clearly.

Student 16

He doesn't like teachers' encouragement because it makes him unfocus with the lesson, just let the lesson naturally.

Student 17

She really likes teachers' encouragement because it makes her realize that the material is important, but if there is no encouragements, she admits that the lesson is less important.

Student 18

Sometimes teachers' encouragement makes her motivated and sometimes it does not. It depends on her mood. If the teachers' force her it is useless when she is in bad mood.

Student 19

Teachers' encouragement will motivate her if the teacher gives her true encouragement but if the teacher encouraged her in wrong way, she feels unmotivated.

Student 20

Teachers' encouragement makes her evaluate her self and get more motivation from it.

Student 21

She need teachers' encouragement to warm her self during the learning process.

Student 22

He can not decide wether teacher's encouragement motivates her or not. It depends on her self.

Student 23

She admits teachers' encouragements as usual thing, it gives no influence to her.

Student 24

He feels more motivated by teachers' encouragements, because if there is no encouragement from the teacher he pays less attention to the lesson.

Student 25

She will be more motivated when teacher gives her encouragements, without encouragements she feels unmotivated.

Student 26

He really appreciates to the teachers' encouragements, because it makes him realize that the lesson is important to understand and motivates him to undertsand the materials.

Student 27

Teachers encouragements makes her to undrstand more about the assignment.

Student 28

Teachers' encouragements during English lesson make him more motivated to follow the lesson.

Student 29

Teachers' encouragements' makes him to pay more attention, because without encouragements he will not pay attention to the lesson.

Student 30

Without or with teachers' encouragement he will pay more attention so the motivation does not come from teachers' encouragements but also from his self.

The Students' Respons to The Teachers' Criticizing In Learning English**Student 1**

Teacher's criticism don't make her motivated, but make her annoyed.

Student 2

Sometimes teachers' criticism makes her motivated , because teachers' sentences make her try her best.

Student 3

She feels upset if she got some criticism from the teacher, because she can not fullfill the teachers' expectation.

Student 4

She will be patient if she got the criticism, she is sure that teachers' criticism will give advantages for her.

Student 5

teachers' criticism makes her better, so she agree if teachers' criticism motivate her to achieve progress.

Student 6

Sometimes teachers' criticism makes her confused, if the critics is good it can influenced her, but if the critics is bad it makes her down.

Student 7

Sometimes she feels pleasure with the teachers' criticism, but sometimes she feel unsure if the teachers' criticism does not motivate her.

Student 8

Depends on the critics, if it is good for the progress she will accept the critics, but if the critics does not make sense she will not accept it.

Student 9

She can not decide if teacher's criticism makes her motivated, but it makes her down, but it makes her motivated when the condition in proper time.

Student 10

She thinks that criticism is good for her if she is wrong as the critics, but if the critics is not appropriate, she cannot receive it.

Student 11

She thinks that students motivation is not depends on the teachers' criticism, but it will makes her down.

Student 12

She feels offended with teachers' criticism, so she does not like teacher's criticism.

Student 13

She thinks when teachers' criticize her, something wrong with her, so she accept it and she admits that it usefull for her.

Student 14

Teachers' criticism makes her unmotivated, it makes her shy,especially when the critiics is given in front of the students.

Student 15

She can not feel that teachers' criticism can motivate her or not. She thinks hat the motivation come from herself.

Student 16

She disagree if teachers' criticism can motivate her, it makes her affraid and unfocus to teachers' explanation.

Student 17

She feel just like usual when teacher criticizes her, so she feel motivated or not, she can not decide it.

Student 18

She agree if teacher's criticism is good for the students and motivates them, because teachers' criticism is an advice for the students.

Student 19

She takes the critics to her ownself, she will take it if the critics is appropriate, but if it is not appropriate she just can not take the critics.

Student 20

She feels that teachers' critics only makes her uncomfortable with the learning process, but sometimes she also needs teachers' critics, so that she can not decide wether teacher's critics can motivate her or not.

Student 21

She will be motivated if teachers' critics is good for her, but if the critics is not appropriate to the fact. So she can not decide if she will be motivated everytime the teachers criticize her.

Student 22

She will receive any of teachers' critics, because she feel sure that inside teachers' critics there is a positive things to do.

Student 23

She feel uncomfortable with teachers' critics because she think that she does a good think , and she did not want to repeat the things as the criticism said.

Student 24

He feel that teachers' critics can motivate him in learning process, because through the critics he knows what should be done.

Student 25

He will take the teachers' critics whatever it said, because he believe that the critics is good for him.

Student 26

She dislike with teachers critic especially when it is told with the wrong way, it gives no motivation to her.

Student 27

She disagree if teachers' critics gives her motivation, it will demotivated her.

Student 28

She feel very enjoy with teacher criticism so it bring motivation for her

Student 29

She feel motivated with tecaher criticism because she belive that it will , make her better.

Student 30

I feel annoying with teachers' critics, it seems if I pay no attention because of little mistake, it does not mean I am wrong in everything.