STUDENTS' PERCEPTIONS OF ENGLISH TEACHERS' COMMUNICATION STYLE AND ITS IMPACT ON THEIR MOTIVATION TO LEARN ENGLISH

A THESIS

BY:

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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATIONAND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINNCI
ACADEMIC YEAR 2025

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Submitted as a Partial Fulfillments of The Requirements For Undergraduate Degree at English Education Program in Faculty of Education and Teacher Tarining State Islamic Institute of Kerinci

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2023 M/1445 H

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Dosen Institut Agama Islam Negeri
(IAIN) Kerinci

Sungai Penuh, April 2025

Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan
Ilmu Keguruan IAIN Kerinci
di
Sungai Penuh

NOTA DINAS

Assalamulaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Syahrul Suhada, NIM 2010203024** yang berjudul **STUDENTS PERCEPTIONS OF ENGLISH TEACHERS COMMUNICATION STYLE AND ITS IMPACT ON THEIR MOTIVATION TO LEARN ENGLISH** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **STUDENTS' PERCEPTIONS OF ENGLISH TEACHERS' COMMUNICATION STYLE AND ITS IMPACT ON THEIR MOTIVATION TO LEARN ENGLISH** by **SYAHRUL SUHADA** with students' number **2010203024** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 14, 2025 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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CERTIFICATE OF ORIGINALITY

Researcher hereby declare that the thesis entitled, **"Students' Perception of English Teachers' Communication style and Its Impact on Their Motivation to Learn English Academic Year 2023/2024"** is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

This is to certify, that the researcher paper submitted by researcher is an outcome or my independent and original work. Researcher has duly acknowledged all the sources from which ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

Sungai Penuh, April 2025

Researcher

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ABSTRACT

SYAHRUL SUHADA, 2025 : Students' perception of English teachers' communication style and its impact on their motivation to learn English

ADVISOR : 1. Prof. Dairabi Kamil, M.Ed., Ph.D
2. Okti Wilymafidini, S.S., M.Pd

This study aims to analyze students' perceptions of English teachers' communication styles and their impact on students' learning motivation. This research used a qualitative method with a phenomenological approach. Data were collected through observation and in-depth interviews with 10th, 11th, and 12th grade students at SMA Negeri 1 Kerinci. The results of the study indicate that effective teacher communication styles, such as Equalitarian communication style can increase student motivation to learn. However, a Dynamic communication might motivate some students but not others. Conversely, a withdrawal or in attentive communication style can significantly hinder students in motivation in english language learning. This study emphasizes the importance of teachers' awareness of their communication styles and their impact on classroom dynamics and student motivation.

Keywords: Students' perceptions, teachers' communication style, learning motivation, English language learning, classroom

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ABSTRAK

SYAHRUL SUHADA, 2025 : Students' perception of English teachers' communication style and its impact on their motivation to learning English

PEMBIMBING : 1. Prof. Dairabi Kamil, M.Ed., Ph.D
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Penelitian ini bertujuan untuk menganalisis persepsi siswa terhadap gaya komunikasi guru bahasa Inggris dan dampaknya terhadap motivasi belajar siswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Data dikumpulkan melalui observasi dan wawancara mendalam dengan siswa kelas 10, 11, dan 12 di SMA Negeri 1 Kerinci. Hasil penelitian menunjukkan bahwa gaya komunikasi guru yang efektif, seperti gaya komunikasi Equalitarian dapat meningkatkan motivasi belajar siswa. Sementara gaya komunikasi dynamic yang mana dapat memotivasi pada sebagian siswa dan sebagiannya lagi tidak termotivasi. kemudian, gaya komunikasi Withdrawal atau kurang perhatian dapat menghambat motivasi siswa dalam belajar bahasa Inggris. Penelitian ini menekankan pentingnya kesadaran guru akan gaya komunikasi mereka dan dampaknya terhadap dinamika kelas serta motivasi siswa.

Kata kunci: Persepsi siswa, gaya komunikasi guru, motivasi belajar, pembelajaran bahasa Inggris, komunikasi kelas.

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DEDICATIONS

I dedicated this thesis for

My beloved Allah SWT and prophet Muhammad SAW

To my lovely family who have given me wonderful life honestly, without them I am nothing.

I wish to express my deepest appreciation to my parents, especially my mom, mama mai liza without her never-ending support, patience and understanding I could have never completed my thesis.

My father, muhamad zahir who is becomes my inspiration figure for your son, I will always remember your messages. Thanks for your support you are my best hero, my best friend in anything on my life, I will always love you dad

My sister Nanda rosi p, G,A, shiba, Rifka, D,A , beloved Icel and special person who are always support and give me motivations. Thanks for your love, support and motivation..

My friends; Paman kito, Teja house and all my friend. Thanks for always support me and always help me to finished this thesis.

I love you guys.

MOTTOS

الشهداء لا يحنون ظهورهم إلا سجدة لربهم

"Syuhada do not bow their backs except in prostration to their god" (Abu Ubaidah).

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ من خالد بن الوليد إلى حاكم الفرس السلام على من اتبع الهدى والحمد لله سواء أسلمت أو دفعت الجزية أو حرباً أقسم بالله لقد أتيت إليكم بالرجل الذي يحب الموت كما تحبون الحياة

"Bismillahirrahmanirrahim from khalid bin walid to the persian ruler peace be upon those follow the guidance praise to be allah ether you conver to islam or pay jizya or war i swear in the name of allah i brought to you the man who love death the same way you love life" (Abu Ubaidah).

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ACKNOWLEDGEMENTS

اَلسَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

الحَمدُ لِله, الحَمْدُ لِلهِ رَبِّ العَالِمِيْنَ وَ بِهِ نَسْتَعِيْنُ عَلَى أُمُورِ الدُنْيَا وَالدِّيْنِ وَ الصَّلاةُ وَ السَّلاَمُ عَلَى أَصْرَفِ الأَنْبِيَاءِ وَ المُرْسَلِيْنَ وَ عَلَى أَلِهِ وَالصَّحْبِهِ أَجْمَعِيْنُ. أمَّا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled, "Students' Perception On The Use Of Youtube Closed Caption Features In Enhancing Students' Vocabulary Mastery At Iain Kerinci Academic Year 2023/2024" the researcher got difficulties but guidance, advice and encouragment from other parties, the researcher could finish this thesis.

Therefore, the researcher would like to express thank to:

1. Dr. Jafar Ahmad, S.Ag., as the Rector of State Islamic Institute of Kerinci.
2. Dr.Faizin,S.Ag.M.Ag., Prof.Dr.Ahmad Jamin,S.Ag.S.IP.M.Ag, Dr. Halil Khusairi, M.Ag., as the first, second and third Assistants of Rector of State Islamic Institute of Kerinci.
3. Dr. Eva Ardinal, M.A., as the Dean of Faculty of Education and Teacher Training.
4. Prof. Dairabi Kamil, M.Ed., Ph.D As this first Advisor who always giving precious advices, suggestions, guidance, knowledge and support as long as accomplishes.
5. Okti Wilymafidini, S.S., M.Pd as this Second Advisor who always giving precious advices, suggestions, guidance, knowledge and support as long as accomplishes.
6. Dr. Novri Pahrizal, M.Pd as this first Examiner who always giving precious advices, suggestions, guidance, knowledge and support as long as accomplishes.

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7. Yelni Erniaty as the Head of English Education Department program olso second Examiner who always giving precious advices, suggestions, guidance, knowledge and support as long as accomplishes.
8. Musdizal,M.Pd. as the Head of English Education Department Program.
9. All Administration Staff of State Islamic Institute of Kerinci and the lecturers of State Islamic Institute of Kerinci, Especially to English Education Program, the lecturers who have given knowledge and the best experiences on leanrning.

Eventually, the researcher would like to express the deepest gratitude to my beloved parents, my brothers, my sisters, my big family, Best Friends and all of people in my life who have given their endless love, affection, support, advices, suggestions and still has much weakness because of the limitation of knowledge and others. The researcher so expected and appropriate when there are some critics and suggestions to complete it. At last, the reseacher pray in Allah SWT. may this thesis would be useful and God bless us, aamiin.

Sungai Penuh,

The researcher

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CHAPTER I
INTRODUCTION

A. Background of the Research

The learning process is one of the important aspects in education, it can be said to be the core activity, namely learning and teaching, learning refers to what students do while teaching refers to what teachers do. in the interactions carried out usually in the form of learning material that can support intellectual development, stimulate curiosity and foster motivation in students, the learning process is an activity to educate students in a better direction, (Nugraha, 2018). One of the reasons for the effectiveness of the learning process is intensive communication or interaction between teachers and students, as educators, of course teachers have a very important role in the learning process, the learning process is a core activity in education as well as teachers, teachers are those who have a strong influence and play an important role in the learning process, (Putri, & Elmiati, 2017).

By learning, a person acquires knowledge, attitudes and skills so that they influence behavior or changes in a learner's behavior, such as receiving new information, processing or understanding, practice, evaluating, recognizing deficiencies, continuing or developing, thereby expanding knowledge, improving the quality of an individual's life, success of learning depends on whether or not the learners are motivated, Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Learning is more than just formal

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

education, learning also occurs in daily activities, social experiences which become very valuable learning in life so that it forms an extraordinarily great character and often involves difficulties and challenges in the process, requiring perseverance and strong commitment. Apart from that, learning is also about adapting to the environment, the times, to continue to be relevant to all forms of existing developments, in this way, learning is a journey that never ends, seeking new knowledge so that you can continue to develop into a better individual in the future, Behlol & Dad, (2010) in Opara, E., Mfon-Ette Theresa, A., & Aduke, T. C. (2023). It is also seen as producing sense or abstracting meaning, linking pieces of the subject matter to one another and to the actual world, interpreting and grasping reality, and comprehending the world via reinterpreting information.

While teachers provide knowledge to students so that there is a process of understanding the learning material, teaching is also an activity of helping, organizing, encouraging and guiding students in carrying out the learning process, such as providing knowledge, planning, delivering material, managing classes, evaluating or assessing, improving or improving, as well as responsibility in preparing the next generation, values, building students' self-confidence to be successful in their lives, Teaching as a science, it provides light on the logical, mechanical, or procedural procedures that must be taken in order to ensure successful goal attainment, Opara, E., Mfon-Ette Theresa, A., & Aduke, T. C. (2023). In teaching, it is important for teachers to design appropriate and meaningful experiences, it requires an understanding of students' interests and needs, such as adapting materials and learning environments that support the learning process.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Learning design determines what learning methods are best implemented so that student's knowledge and skills change in the direction they want, Hanina, Herawati, T., Purba, A. (2023).

Teaching also involves good communication skills in delivering clear and interesting material, appropriate methods and good listening skills to understand students' needs and respond well, need to developing an interaction between the principal and teachers that can allow open two-way communication, Emre, E, R(2024). as well as efficient, structured and disciplined classroom management so that students feel comfortable in learning and expressing themselves in the classroom. classes with clear rules and provide thoughtful feedback. Teaching also involves positive relationships with students, building student trust, attachment, creating conditions where students are supported and appreciated to foster a sense of comfort without pressure, creating the right classroom conditions for students to be active in learning, as an example or role model for students, with a positive attitude , hard work with integrity, responsibility, respecting differences, being able to evaluate students objectively, adapting teaching methods so that students achieve their diverse potential in facing future challenges with full preparation, therefore teaching is a noble task in forming a better generation, teaching methods might be very useful for certain learners which may be flawed for other. Munna, A. S., & Kalam, M. A. (2021).

However, to maximize the learning process is not as easy as imagined, of course it needs to be done in the right way in treating students, this is what teachers need to master to maximize learning outcomes such as learning strategies, methods, communication styles, understanding of the material, Learning steps, understanding the character of

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

students and so on, as a form of teacher preparation in the learning process, and sometimes the preparation that has been prepared, may not be in accordance with what is in the class, this happens due to unpredictable class conditions such as things unexpected things, teachers must adjust or make the right decisions in all possible unexpected things or things that might happen. Teachers are required to be able to handle the class well as an action in an effort to achieve goals in the educational aspect as well as in delivering material, of course with the best possible delivery, namely with a good communication style, the teacher's communication skills must be optimized so that students can understand well, teachers play an important role in leading and directing the learning process, (Suhartini, & Karlina, 2017). Teachers are also a determining factor in whether the learning process is successful or not, teachers are a determining factor in learning success. (Munawaroh, & Bisri, 2020).

As much as possible, teachers must have intense communication with students to foster a pleasant atmosphere which has an impact on student psychology. The quality of communication will determine whether teachers and students are good and harmonious, (Munawaroh, & Bisri, 2020). A good teacher is a teacher who increases the activity of his students, (Putri, & Elmiati, 2017). In general, communication is divided into verbal and non-verbal, Sançar, B., & Yalçın, A. S. (2022). each form of communication has its own advantages and disadvantages, a policy is needed in using a form of communication that is appropriate to the context and purpose of the communication, as well as communication style. Communication style can be said to be an important aspect in an educational process, the learning process is a form of communication between teachers and students.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Communication style refers to the way an individual communicates with other people, each individual has a unique communication style caused by many influences such as culture, background, culture, personality and experience, communication style can influence other people's assessments of the individual, adjustments are needed to communication styles to maximize communications, by understanding communication styles you can build close, positive and meaningful relationships, Both parties usually speak their mind and express their feeling without hurting one another, Obeya, N. A. (2020). Apart from communication style, motivation is one of the important aspects that students must have in an effort to maximize learning outcomes, To motivate students communication style is very necessary in building student motivation. Motivation is the drive that exists in every individual to do something. Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. (2023).

In the world of education, communication style is also important in building student motivation, communication style by teachers can influence student motivation, (Yolanda, Sulaiman, Shalfira, Yunisa, & Fakhira, 2024). Motivation consist by two factors, namely internal and external, internal motivation factors are those that exist within students such as interests, talents, emotions, physical, attitudes, while external factors are factors outside students such as society, family, school, (Djarwo, 2020), Lin, M. H., Chen, H. C., & Liu, K. S. (2017). Therefore, in this research, there is an impact of the teacher's communication style on student motivation in learning English,

In this research, researcher found this issue from experience when carrying out field practice at state senior high school 1 kerinci on september 2023, When the researcher conducted teaching practice in the most corner class, while passing through all

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the classes, the researcher observed the learning process that was taking place as well as the teaching process carried out by the researcher, according to the researcher observation at that time students feel unenthusiastic about learning when they learn English , Students also feel unenthusiastic while studying if they show the following symptoms: Lazy to study, Eyes are blank, Bored, confused, like to disturb friends and talk to classmates, Students do other activities or scribble on books while studying, students do other work or play on their cellphones and are not present in class (absent) Mutawakkil, & Nuraedah, (2019).

Many studies may have discussed students' perceptions of teachers' communication styles, but studies that focus on English lessons are still limited. Each subject has its own characteristics, including in terms of communication and teaching. For example, English requires more interaction, conversation, and use of foreign languages which may not be discussed in depth in general research previous research may not have explored students' specific preferences in English language teaching, what kind of communication style suits them, could it have relationship with the teachers communication style. Based on this problem, can this affect students' learning motivation, One of the variables that influences students' learning motivation is the teacher's communication style, Saebani, S., & Maryono, M. (2019). The learning process is closely related to communication where in the learning process communication occurs between teachers and students, With a good communication style, it is hoped that students can learn and receive the material well to create an ideal active and fun learning atmosphere so that they can optimize the learning process, Ndubueze, O. J., & Oputa, N. S. (2021). based on the backround above

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researcher is interested in took research with the title “Students Perception of English Teachers Communication Style and its impact On Their Motivation To Learn English.

B. Identification of the Problem

Based on the background above from the experience that the researcher got when doing field practice at state senior high school 1 kerinci, there is a phenomenon found in school that:

1. lack motivation of the students in learning,

   with the symptoms: Lazy to study, Eyes are blank, Bored, confused, like to disturb friends and talk to classmates, Students do other activities or scribble on books while studying, students do other work or play on their cellphones and are not present in class (absent).

Therefore does it have any relation with teacher’s communication style. Based on this issue, researcher conducted research to determine whether has something to do with the teacher's communication style and whether it has an impact on student motivation in learning English.

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C. Limitations of The Research

Regarding limitation the problem, researchers only focuses on students' perception of the impact of the English teachers' communication style on student's motivation to learn English at grade 2 and 3 of senior high school 1 Kerinci academic year 2024/2025 because in this research researcher needs students with experience in learning English and because each grade has a different English teacher, with highest and lowest scores each class or 2 participants in each class with total 20 participants.

D. Research Questions

1. What are the students' perceptions of the types of the English teachers' communication styles in teaching English?
2. What are the students' perception of the impact of the teachers' communication style on their motivation in learning English?

E. Purposes of the Research

The main aim of this research to determine :

1. Students' perceptions of the English of teachers' communication styles during classroom learning.
2. To determine teachers' communication style and its effect on students learning motivation in learning English.

F. Significances of the Research

1. Benefits for Students:

   For students, this study can provide insight into the importance of positive interactions with teachers in increasing learning motivation. Students will also be more aware of how teacher communication styles impact their understanding of the material and can encourage them to be more proactive in providing feedback to teachers on appropriate methods to support their English learning.

2. Benefits for Teachers:

   This study can help teachers understand how their communication styles affect students' motivation and learning outcomes, especially in English language learning. By knowing students' perceptions, teachers can evaluate and adapt their

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K E R I N C I

communication styles to create a more inclusive, interactive, and supportive learning environment.

3. Benefits for Further Research:

   From an academic perspective, this study will add to the relevant literature on the influence of communication styles on learning motivation in the context of English language learning. These findings can be the basis for further research that focuses on other aspects of educational communication, makes a significant contribution to the development of educational science, especially in teacher-student interaction.

G. Definition of Key Terms

To avoid misunderstandings and misinterpretations in this research, the researcher included keywords to clarify important terms in this research:

1. Perceptions

   Perception is an input that is received and translated by the brain into information that is seen physically, while student perception is a response given by students after paying attention to the teacher's teaching style in each lesson, (Sholikhah, & Multhada, 2021).

2. Impact

   Impact is everything that happens as a result of something that arises and has a positive or negative, (Notalin, Afrianty, & Asnaini, 2021).

3. Communication Style

   Communication style is the way a communicator uses to convey a message. (Mustafa, et al., 2021).

4. Teachers Communication Style

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K E R I N C I

Teacher communication style is the teacher's verbal and nonverbal ability to communicate with students, (Dewi, (2020).

5. Motivation

Motivation is the impulse that arises within a person to move, this impulse moves him to do something in accordance with his own impulse, (Demanik, 2020).

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

This chapter consists of some theories which support this study, I took some of theories related to the topic for many sources. This chapter explains about communication style and motivation.

1. Communication Style

This part explains the definition about communication style, types and It's function. Understanding communication style Usrina, (2021):

a. Communication style is defined as a cognitive process which accumulates 'micro behavior' form-giving of literal content, and adds up to macro judgment. When a person communicates, it is considered an etemt of getting literal meanings across.

b. Communication styles can also be viewed as a meta-message which contextualizes how verbal messages should be acknowledged and interpreted. Communicating as an effort to reflect on one's personal identity can influence other people's perceptions of this identity.

c. Communication style can be viewed as a mixture of elements oral and illustrative communication. Individual verbal messages used to communicate are expressed in certain words that characterize the communication style. This includes the tone, volume over all spoken messages.

According to Zamzami, (2021). Communication style is defined as a specialized set of interpersonal behaviors that are used in a given situation. Communication style

is a good way of conveying and language style. The style in question can be verbal in the form of words or non-verbal in the form of vocals, body language, use of time, and use of space and distance. Experience has proven that communication style is very important and useful because it will facilitate the communication process and create harmonious relationships. Each communication style consists of a set of communication behaviors that are used to obtain certain responses in certain situations. The suitability of a communication style used depends on the intentions of the sender (sender) and the expectations of the recipient (receiver).

A little different, Fadhlan, & Putri, (2021). Communication style is a set of interpersonal traits that are specifically used at a certain time. Communication style can be verbal or nonverbal. Communication style is a collection of habits of individuals or groups in communicating which are used as a tool to obtain certain feedback. The communication style applied can be said to be successful if the message or intention sent by the communicator can be captured well by the communicant and the response from the communicant is also as expected by the communicator. Communication style does not depend on the nature and model of an individual, but communication style is very dependent on the circumstances when communication takes place.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Communication style refers to the way an individual gives and receives messages when interacting with others, can improve your ability to convey messages clearly, build positive relationships, and better achieve communication goals.

1.1 Types Of Communication Styles

According to Maria in Desiana, et al, (2022), it is divided into 2, namely:

a Verbal communication is communication that takes place using language that uses words both orally and in writing (Maria, 2014).

b Meanwhile, non-verbal communication is communication that does not involve words in achieving meaning which we can capture in the communication process such as movements, body language, voice intonation, etc. (Maria, 2014).

According to Norton in Martianto, R. W. U., & Toni, A. (2021) communication styles are divided into ten, namely:

a. Dominant, dominant communicator in interactions. People like this tend to want to control their conversation.
b. Dramatic, in terms of communication tends to be excessive, stories, fantasies, and voice development.
c. Animated Expressive, color in communicating, such as eye contact, facial expressions, gestures and body movements.
d. Open, the communicator is open, there are no secrets so that a sense of confidence emerges and two-way communication is formed.
e. Argumentative, communicators tend to like to argue and are aggressive in their arguments.
f. Relaxed, communicators are able to be positive and supportive of others.
g. Attentive, communicators interact with other people by being active, empathetic and sensitive listeners.
h. Impression Leaving, the ability of a communicator to form an impression on his audience.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

i. Friendly, the communicator is friendly and polite when conveying a message to the recipient of the message.

j. Precise, the right style in which the communicator asks to discuss precise and accurate content in an oral speech.

Tubbs and Moss (2005) in Limantoro, F. (2015) explain various communication styles, including:

a The Controlling Style

This controlling communication style is characterized by the existence of a will or intention to limit, coerce and regulate the behavior, thoughts and responses of other people. People who use this communication style are known as one-way communicators.

b The Equalitarian Style

An important aspect of this communication style is the existence of a common ground. The equalitarian style of communication is characterized by the two-way flow of verbal and written verbal messages (two way traffic of communication).

c The Structuring Style

This structured communication style utilizes written and verbal verbal messages to solidify orders that must be carried out. The sender of the message pays more attention to the desire to influence others.

d The Dynamic Style

A dynamic communication style has an aggressive tendency, because the

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

sender or sender understands that the environment is action-oriented.

e The Renguishing Style

This communication style reflects a willingness to accept other people's suggestions, opinions or ideas, rather than a desire for orders, even though the sender of the message has the right to give orders and control other people.

f The Withdrawal Style

What appears if this communication style is used is weakening act of communication, meaning that there is no desire for people who interpret this style to communicate with other people, because there are several interpersonal problems or difficulties faced by these people.

In this research researcher used this communication style, the reason is the researcher need communication style that close to the profession. The result is equalitarian is the favorite communication style from students and withdrawal is a communication style that is not preferred in this research.

Bourne (2000) recognized five (5) types of communication styles: Submissive, Aggressive, Passive-Aggressive, Manipulative, and Assertive, which are explored in the present study.

a. Submissive. This communication style refers to individuals exhibiting behaviors that focus on pleasing other people to avoid conflict. According to Bourne (1995), in this type of communication, the person does not express true feelings and wants.

b. Aggressive. This style refers to individuals who are typically insensitive to

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

others' rights and feelings and will attempt to obtain what they want through coercion (Bourne, 1995). In addition, aggressiveness succeeds by sheer force, creating enemies, and conflict along the way which often puts others on the defensive, leading them to withdraw or fight back rather than cooperate.

c. On the other hand, Passive-Aggressive according to Bourne (1995), is a style that instead of openly confronting an issue, the communicators express aggressive feelings covertly through passive resistance and rarely get what they want because they never get it across.

d. Manipulative. According to Bourne, (1995), manipulative communicators attempt to make people guilty and play the role of victim. In addition, manipulation only works as long as the target fails to recognize what is happening. These individuals exhibit shrewd and calculating behavior to achieve the outcomes they need.

e. Assertive. According to Bourne, (1995), being assertive means respecting yourself and other people. It is the ability to clearly express one's thoughts and feelings through open, honest and direct communication.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

In this study, the researcher does not determine a specific teacher communication style from the outset but instead leaves room for exploration based on students' perceptions in the field. This approach is taken to provide flexibility and allow for the emergence of various communication styles that may not have been previously considered. Each student has different backgrounds, experiences, and learning styles, so their responses to the teacher's communication style can vary greatly. Therefore, the researcher letting empirical

data from interviews or observations determine which communication style most frequently appears and has the greatest impact on students' learning motivation, This field-based approach allows the researcher to produce richer and more contextual conclusions. The study will reveal how certain communication styles may be more effective in some situations, while others may be more supportive under different conditions. By not limiting the study to one specific communication style, the results are expected to offer more comprehensive and applicable insights for educators in adjusting their communication methods to enhance students' learning motivation.

2. Motivation

This part describes about the definition of motivation, types and it's function based on experts. According to Mardhiyah, Wijaya, & Roni, (2021), motivation is a process that occurs in a person who emerges with feelings that encourage individuals to do something that is caused by someone's desires, needs and goals.

Farida, (2022). also argued, Motivation is the force that drives a person's actions. This relates to the question of why someone does it and what is the purpose of doing it. To get the answer to this question, you may need to investigate what drives him (from within) and/or the stimulus or stimuli (external sources) that drives him to perform certain actions. Perhaps he is motivated by impulse, a desire for fulfillment, or the pressing needs of his existence.

According to Seto, Wondo, & Mei, (2020), Basically, motivation is a conscious effort to move, direct and maintain a person's behavior so that he or she is encouraged

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

to take action to do something so as to achieve certain results or goals. Motivation can be defined as a force within a person that drives or moves him to fulfill his basic needs and desires.

2.1.Learning motivation

Motivation is an internal and external driving force that directs, supports and controls individual behavior to achieve certain goals, Motivation is influenced by many factors, including physiological needs, emotions, personal goals, cultural values, and the social environment, Motivation is one of the key factors that affect L2 learners' success and performance in the language learning process, Esra, M. E. Ş. E., & Sevilen, Ç. (2021).

learning motivation is divided into two groups, namely intrinsic and extrinsic motivation. The characteristics (which in this thesis are referred to as indicators) of each of these motivation groups are: (a) the desire and desire to succeed, (b) the drive and need to learn, (c) the hope and ideals of the future, (d) the appreciation of learning, (e) the desire to learn, and (f) the existence of a conducive learning environment. The first three indicators are included in intrinsic motivation, while the last three are included in extrinsic motivation, (Hamzah B. Uno, 2017) in Rahman S, (2022)

The role of motivation in learning is as follows (Wasty, 2006) in Rahman S, (2022)

a) The role of motivation as a driving force or driver of learning activities. Motivation in this case acts as a driving force, especially for students to learn, both from within

themselves (internal) and from outside themselves (external) to carry out the learning process.

b) The role of motivation clarifies learning objectives. Motivation is related to a goal, without a goal, there will be no motivation for a person. Therefore, motivation plays a very important role in achieving optimal student learning outcomes. Thus, motivation can provide direction and activities for students (learners) that must be done in accordance with these goals.

c) The role of motivation selects the direction of creation. Here motivation can play a role in selecting the direction of creation for students what must be done in order to achieve goals. d) The role of internal and external motivation in learning. In learning activities, internal motivation usually comes from within the student, while external motivation of students in general learning is obtained from the teacher (educator). e) The role of motivation in producing achievement. Motivation plays a very important role in student learning in achieving learning achievement. The high and low learning achievement of a student (learner) is always related to the high and low learning motivation of the student.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

2.2 Language learning motivation

Apart from that, motivation to learn a foreign language, according to Gardner's theory, (1972) in Kholid, (2017). divides motivation into two categories, namely integrative motivation and instrumental motivation.

a. Integrative motivation requires a positive attitude from students towards speakers of the target language and their culture.

b. Instrumental motivation, namely learners' feelings that they need to learn the target language to get something important for their lives, such as a good education or a job that can guarantee their future (Gardner, 1972).

High achieving students tend to have higher levels of motivation than low achieving students. High achieving students show a deeper interest in learning and work hard, low achieving students often experience lower motivation, Hirt, C. N., Karlen, Y., Merki, K. M., & Suter, F. (2021).

B. Review of Related Studies

Courses for History Mutawakkil, & Nuraedah, (2019). This study focuses on analyzing lecturer communication styles in the context of Social History Education students. Taking place in a university context, it focuses on higher education and specifically in the discipline of History Education. this research examines communication styles in educational contexts, they differ in specific focus (history education vs. English education), level of education (university vs. high school) and the similarity is in the same methodology.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Martianto, & Toni, (2021). This research has similarities in terms of analyzing communication styles, even though the context and research objects are different. Both use a qualitative approach (although the specifics may differ) to explore perceptions or characteristics of certain communication styles. Both Bambang Soesatyo's millennial communication style and the communication style of the English teacher at SMA Negeri 1 Kerinci are explained through an analytical approach adapted to each context, same

methodology with different data anlysis, this research uses semiotic analysis data from Roland Barthes.

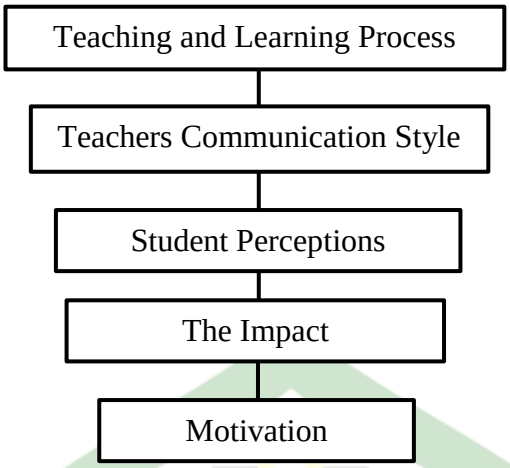
Putri, & Elmiati, (2017). The studies are similar in their focus on the influence of English teachers' communication styles on students' learning motivation. Although different in methods and research objects (different classes and schools), try to identify the communication styles that most motivate students.

This research use deskriptive phenomenology, total sampling and questionnaire.

Fadhilah, & Iqbal, (2021). This research is similar in that it focuses on the influence of teacher communication styles on student learning motivation. Although they differ in research methods (Quantitative) and objects (different classes and schools and different learning contexts), different data analysis, have the aim of understanding how teachers' communication styles influence students' learning motivation. The research on online learning during the COVID-19 pandemic and studies on English teaching in secondary schools seek to explore the interaction between teachers' communication styles and students' learning motivation. The main difference lies in the different research contexts and methods, while the similarity is the focus on the influence of teacher communication styles on student learning motivation in different learning contexts,

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

C. Conceptual Framework



In the teaching and learning process, the teaching communication stye applied by the teachers is important factor that influence how students receive and understand the material presented. This communication style shapes students' perceptions of the teachers and learning process itself. These students' perceptions, both positive and negative play a significant role in determining their level of motivation to learn. This an effective teaching communication style can increase students' positive perception, then will motivate them to actively participate in the learning process, which ultimately result in better learning outcome.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, based on the objectives of the research, the research used a qualitative method. Qualitative research is a research method based on the philosophy of post-positivism, which focuses on inductive inference which produces descriptive data rather than in the form of statistical procedures, the results of which derive deep meaning from a set of data from a certain conclusion. Generalization. All research always begins with a problem that you want to research. In qualitative research, it is still temporary and will develop or change as researchers work in their research field. (Wijaya, 2018).

Qualitative research is also research that examines the quality of different relationships, activities, situations, or materials. This means that, rather than comparing the effectiveness of certain treatments or describing people's attitudes and behavior, qualitative research focuses on overall research that can describe in detail what activities and situations occur.

This research used a phenomenological approach. phenomenology is a science that is included in the field of philosophy which studies humans as a phenomenon. The phenomenological approach focuses on subjective experience and seeks to understand more about the events or phenomena experienced by individuals. The aim of phenomenology to obtain purely objective knowledge without the influence of various previous views, whether from custom, religion or science, is absurd. (Nuryana, Pawito, & Utari, 2019). Qualitative methods allow researchers to conduct in-depth exploration of

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

students' views and experiences. Through in-depth interviews or focus group discussions, researchers can gain rich and detailed insight into the topic being studied. In this case, the

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

research focuses on how students perceive and interpret their English teacher's communication style, as well as how this influences their learning motivation. Each student may have a different view of the teacher's communication style and its impact on their motivation. A phenomenological approach will allow researchers to collect and analyze these variations comprehensively.

B. Location and Participants of the Research

The location in this research is at senior high school 1 KERINCI, participants refer to a group of individuals, objects or events or characteristics that are being studied by the researcher, the participants in this research are students in grades 10, 11 and 12 who are selected using purposive sampling. The researcher chose that grade as a participant because these class have different teachers in English learning, participant selection was carefully carried out based on several criteria relevant to the research objectives. First, class was chosen as a basis to ensure variations in educational level and learning experience. Second, gender was considered to see if there were significant differences in research results between males and females. Third, English Learning Achievements became an important factor to group participants based on their English language proficiency. Finally, participant motivation was also considered because it was believed to influence their performance and learning outcomes. With the selection of diverse participants based on these criteria, it is hoped that this research can provide a comprehensive and in-depth overview of the topic being studied.In this study, participant selection was important to ensure that the findings reflected diverse experiences and perspectives. It was also important in formulating strategies that could improve classroom communication patterns and support students' learning motivation optimally as stated in

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

chapter 2, With its diverse student backgrounds and diverse teaching methods, this school provides the relevant and varied contexts necessary to understand students' subjective experiences in depth. allowing researchers to examine how various teacher communication styles can impact student learning motivation in a representative educational environment.

C. Instruments of The Research

1. Interviews Guideline

Interviews are a form of interaction carried out by a researcher to obtain information from respondents and are called interviews. This instrument is called an interview guide or interview guide. In fact, interviews can be conducted structured and unstructured (free). Free means that the interviewer is free to ask whatever the respondent wants without bringing a guide with 9 basic question. The prerequisite for such an interview is that the interviewer remains focused on the data collected Anufia, & Alhamid, (2019), In this section the researcher will use an interview guide recording tool. In the process, researchers interview students as a participants. The type of interview used in this research is a semi-structured interview.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

2. Observation Sheet

Observation in research means focusing attention on an object using all the senses to obtain data. Observation is direct observation by sight, smell, hearing, touch, or if neccessary taste. Observation guidelines, tests, questionnaires, image recordings and audio recordings function as observation instruments. Anufia, & Alhamid, (2019), In this research, observation sheets/field notes are a research instrument for obtaining

information about human behavior by observing, listening and taking notes without direct contact. So the researcher took part in the class while the teacher was teaching the students.

D. Technique of Collecting Data

1. Observation and Interview

1.1 Observation

Direct observation was conducted in the classroom during the learning process to examine the interaction between the teacher and students. The focus of the observation included the communication style used by the teacher when giving instructions, responding to students' questions, and providing feedback. Every observed communication behavior was recorded and analyzed to understand its impact on students' learning motivationThe observation was carried out over several learning sessions using a pre-prepared observation guide. The guide covered aspects such as tone of voice, eye contact, facial expressions, and the use of verbal and non-verbal language by the teacher. Additionally, the observer noted the students' reactions, including their activeness in asking questions, answering, or responding to the teacher's instructions. Each observation session was thoroughly analyzed to ensure consistency in findings.

2.1 Interview

Semi-structured interviews were conducted with several students to explore their perceptions of the communication style used by the teacher. The

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

interview questions were designed to understand how students interpret classroom interactions, particularly regarding how the teacher delivers material, responds to questions, and provides feedback. Each student's responses were recorded with their consent and analyzed to identify patterns of perception related to learning motivation. Additionally, the interviews included questions about other factors influencing students' learning motivation, to determine whether the teacher's communication style plays a significant role in either enhancing or diminishing their motivation

E. Technique of Analyzing Data

Data analysis will use the procedure proposed by Milles and Huberman model which is carried out interactively. This research phase will be carried out in three stages. In other words, the data reduction (reduction) stage is carried out to obtain the data that researchers need based on the research conducted. The presentation of the data obtained in this research (data presentation) will be in the form of a short narrative explanation (with text). draw conclusions (verification). Latifah, & Supena, (2021).

1. Data Reduction (Data Reduction)

Data reduction is narrowly defined as a process data reduction, but in a broader sense is a process data refinement, either reduction of data unnecessary and irrelevant, or additions to the data which is still felt to be lacking. Basically, data reduction can be interpreted as a process selection, focusing on simplification, abstraction, and rough data transformations that emerge from written notes in the field. During data collection, stages occurred. The next reduction is to summarize, code, search themes, creating

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

clusters, creating partitions and creating memo.Data reduction continues continuously after the research field until the final report is prepared. When the data has been collected, the researcher usually makes a choice relevant and meaningful data, focusing data leads to solving problems, discovery, meaning or to answer research questions. Then simplify and arrange systematically and explain the important things about the findings and their meaning. In the data reduction process, only data or findings are found only those relating to research problems reduced. Meanwhile, data that is not related to the research problem is discarded. In other words, data reduction used for analysis that sharpens, classifies, directing and discarding what is not important, as well organize data, making it easier for researchers to draw a conclusion.

2. Data Presentation (Data Display)

The second important flow in research data analysis Qualitative is the presentation of data. Presenting data is a process collection of information organized by category or necessary groupings. Data presentation can be in the form of writing or words, images, graphics and table. The purpose of presenting data is to combine information so that it can describe the situation that occurred. In this case, so that researchers do not have difficulty in mastering it information either in its entirety or certain parts of it research results, the researcher must create a narrative, matrix or graphics to make it easier to master information or data.

Miles and Huberman (2014) stated that a presentation as a collection of structured information that gives the possibility of drawing conclusions and conclusions action. The most frequently used presentation of data Qualitative is a narrative text. In

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

carrying out research, presentations which is the main way for qualitative analysis valid. Presentations in qualitative data analysis include, including: various types of matrices, graphs, networks, and charts. The form of presentation above is designed to combine information arranged in a coherent and easy form achieved. In this way the researcher as an analyst can see what's going on and determine if it's interesting correct conclusion or continue to move forward analysis according to the suggestions illustrated by the presentation as something that might be useful.

3. Drawing conclusions (conclusion drawing)

Drawing conclusions is a process of formulating meaning from the research results expressed in sentences that short, concise and easy to understand, and done in a manner repeatedly carry out reviews regarding the correctness of that conclusion, especially with regard to relevance and consistency with the title, objectives and problem formulation which exists.

Conclusions are drawn during the process The research takes place as well as the data reduction process, after If the data collected is sufficient then it is then taken temporary conclusions, and after the data is completely complete then the final conclusion is drawn. The third activity of qualitative data analysis is withdrawal conclusion and verification. From the beginning of data collection, researchers begins to look for objects, noting regularities, patterns, explanation, possible configurations, causal flow consequences, and propositions.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Final conclusions in qualitative research this may not appear until data collection ends, depending on the size of the collection of field notes, coding, storage, and retrieval methods used, the skills of the researcher, and the demands of the provider funds, but often those conclusions have been formulated beforehand from the start, even if a researcher claims they have proced inductively. From the description of the procedures or steps for data analysis qualitative, it can be understood that there is no main thing in the analysis qualitative data, namely data reduction, data presentation, and withdrawal conclusion/verification as something that is interrelated at the momentbefore, during, and after data collection in that form parallel to build general insight.

F. Trustworthiness

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014).

In this research researcher used triangulation, triangulation is a data examination technique utilize something other than that data for purposes checking or as a comparison of the data. More Maleong in (Saleh, S. 2017) further said that there are four types triagulation as a data validity checking technique, namely: use of sources, methods, investigators, and theories. Triangulation with theory, according to Lincoln and Guba in (Saleh, S. 2017) based on the assumption that certain facts cannot be checked degree of belief in one or more theories.

The triangulation technique is carried out with the aim of double checking the degree of trustworthiness of the data or information that has been obtained. The

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

triangulation carried out is technical triangulation and triangulation source. Triangulation techniques are carried out by asking questions the same to informants through different techniques, namely through interviews, observations and documentation. Meanwhile triangulation source is done by asking the same thing via different sources. The sources referred to by the party related to the research focus. The use of this triangulation technique was carried out at the time researchers carried out the second stage of research. From the results of triangulation.

The results obtained are what was stated by informants through interviews, after using other techniques in the form of observation and documentation turned out to have the same results. Whereas results obtained by confirming the data stated through other sources, the reality is also obtained that what was stated by the previous informant is right.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This study aims to explore students' perceptions of teacher communication style types and their impact on their motivation in English learning. The data presented in this chapter details findings from different groups of students, including students with different levels of achievement and motivation, namely high, medium, and low. Through the analysis of this qualitative data, this study seeks to identify key patterns on how different types of teacher communication styles can affect students' motivation and participation in the English language learning context. This in-depth understanding of the relationship between teacher communication style types and student motivation is expected to provide valuable insights for educators in their efforts to create more effective and empowering learning environments.

Following the process of qualitative data collection and analysis, researcher also grouped the study result by gender, achievement levels and learning motivation, data provided by the school teachers. this chapter will presents an in depth narrative about the findings of this research based on reseach question that direct this study, as follow :

1. **The Students' Perceptions of The Types of The English Teachers' Communication Styles in Teaching English**

   A teacher's communication style plays a crucial role in shaping an effective learning environment. How teachers interact and convey information significantly influences student engagement and understanding. This research aims to identify

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

the types of communication styles employed by teachers, in This understanding is essential for enhancing the quality of teaching and learning. The following are the result of interview and observation based on the first research question.

Interview

This section will explain the interview result for first research question about the types of communication style found.

Teacher Communication Style

1.1.General Communication Style

Overall, the findings of communication style based on the theory, from the interviews with female students, male students, high-achieving and highly motivated students, high-achieving and moderately motivated students, and low-achieving and low-motivated students are as follows.

A. "Equalitarian" Communication Style

This style emerged as highly valued by students. Teachers employing an egalitarian approach were described as enjoyable and capable of fostering a conducive learning atmosphere. The quotation from Student 1, "*Kalau yang satu lagi nih memang orangnya asik asik gitu kalau diajak belajar bahasa Inggris, jadi kan kita siswanya enggak bosan gitu"* ("The other one is someone who is really fun when invited to learn English, so we students don't get bored")(Student 1).

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

This finding clearly illustrates how this communication style can keep students engaged and interested throughout the learning process. The emphasis on pleasant and informal interaction is a key characteristic of this style.

B. "Dynamic" Communication Style

This communication style elicited a dual perception among students. On one hand, the teacher's firmness in delivering material and enforcing discipline was acknowledged. However, on the other hand, this firmness was sometimes interpreted as intimidating, as expressed by Student 2,

“Guru saya itu tegas, terkadang juga cenderung menyeramkan, gitulah. Jadi, takut saya”(“my teacher is strict, sometimes also tends to be scary, that's how it is. So, I'm scared”)(Student 2).

“Walaupun marah tapi tetap memberikan penjelasan dalam bahasa inggris”(“Even though angry but still giving explaination in english”)(Student 2).

This style indicates a potential negative impact on students' psychological comfort in learning, despite its possible intention for effective instruction.

C. "Withdrawal" Communication Style

This communication style was perceived negatively by students due to a lack of interaction and in-depth explanation. The teacher's excessive focus on written material on the board without adequate verbal elaboration

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

left students feeling that the learning objectives were not effectively conveyed. Student 1's statement,

"Terlalu terpaku sama buku, terus ngejelasinnya Kayak gak dijelasin tujuan dari pembelajaran itu apa gitu Pak Kayak cuma tulis aja di papan tulis" ("Too focused on the book, then explaining it as if the purpose of the learning was not explained, Sir, as if it was just writing on the board")(Student 1).

1.2**. Types of Teacher as Perceived by Different Groups of Students.**

A. Female Students

a**. Equalitarian**

For female students, an equalitarian approach involved teachers incorporating games or casual sharing sessions before diving into the lesson material, which fostered a comfortable and engaging atmosphere. However, this did not compromise the teacher's ability to maintain a firm and focused discussion during the lesson.

"Sebelum masuk materi kadang diajak permainan dulu atau kadang saling curhat satu sama lain sebelum masuk materi dan pada saat pelajaran pun pembahasannya tegas"("before entering the material, sometimes they are invited to play a game first or sometimes they share their feelings with each other before entering the material and during the lesson the discussion is firm")(Student 4).

b**.Withdrawal**

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

In contrast, female students perceived instances of a withdrawal communication style where teachers were seen as simply reading from the book, indicating a lack of engagement and interaction.

"Kadang guru-guru lain itu Dia cuman kayak Membaca buku gitu" ("Sometimes other teachers just act like they are reading a book")(Student 8).

B. Male students

a. **Equalitarian**

Male students also responded positively to the equalitarian style, highlighting teachers who were friendly, consistently smiling, and creating a lighthearted atmosphere from the moment they entered the class.

"Ada yang ramah, full senyum, masuk-masuk udah haha hihi dan lain sebagainya"("There are those who are friendly, full of smiles, come in and have fun haha hihi and so on")(Student 2)

b. **Dynamic**

However, some male students expressed negative feelings towards a dynamic style when it was perceived as pressuring or confrontational, leading to feelings of being put on the spot.

"yang saya rasakan malah menyudutkan siswanya"("What I felt was that it was actually pressuring the student")(Student 3)

C. **High Achieving and Highly Motivated Students**

a. **Equalitarian**

High-achieving and highly motivated students responded positively to teachers who employed an equalitarian communication style. These students

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

highlighted the value of communicative teachers who fostered two-way communication in the classroom, creating an environment where they felt heard and engaged.

“beliau sangat komunikatif, sehingga terjadi eh, komunikasi dua arah di sana”(he is very communicative, so that there is, eh, two-way communication there)(Student 7).

b. **Withdrawal**

However, these same high-achieving students expressed frustration with a withdrawal communication style. They felt that teachers who relied too heavily on simply reading from the book and writing on the board failed to adequately explain the learning objectives, leaving them feeling unengaged and hindering their learning.

“Terlalu terpaku sama buku, terus ngejelasinnya Kayak gak dijelasin tujuan dari pembelajaran itu apa gitu Pak Kayak cuma tulis aja di papan tulis “(“Too focused on the book, then explaining it as if the purpose of the learning was not explained, Sir, as if it was just writing on the board”)(Student 1)

D. **Students with Moderate Achievement and Motivation**

a. **Equalitarian**

Students with moderate achievement and motivation also appreciated the equalitarian style, noting that it helped to "lighten the atmosphere." This suggests that this style can be beneficial in creating a more comfortable and less intimidating learning environment for students who may not be as naturally driven or high-performing.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

“Bisa mencairkan Suasana” (“Can lighten the atmosphere”)(Student 8)

b. **Dynamic**

In contrast, the dynamic communication style could be perceived negatively by moderately achieving students. Some students felt intimidated or scared by teachers who were overly strict or whose dynamic style came across as "scary".

“Guru saya itu tegas, terkadang juga cenderung menyeramkan, gitulah. Jadi, takut saya”(“my teacher is strict, sometimes also tends to be scary, that's how. So, I'm scared”)(Student 2)

c. **Withdrawal**

Similar to the high-achieving group, students with moderate achievement also reacted negatively to the withdrawal style, with some expressing that it felt like the teachers were "just reading a book," indicating a lack of active engagement and support.

“Kadang guru-guru lain itu Dia cuman kayak Membaca buku gitu”(“Sometimes other teachers just act like they're reading a book”)(Student 8).

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

E. **Students with Low Achievement and Motivation**

a. **Equalitarian**

Students with low achievement and motivation also expressed positive views on the equalitarian communication style. They specifically noted that they appreciated being asked for their personal opinions on the material being taught. This suggests that the equalitarian approach can make these students

feel more involved and valued, potentially fostering a greater sense of connection with the subject matter.

“Biasanya kita ditanya tentang pendapat pribadi tentang materi yang diajarkan”(“usually we are asked about personal income about the material being taught”)(Student 6)

b**. Dynamic**

However, the dynamic communication style was perceived negatively by some low-achieving students. These students reported feeling that teachers became overly aggressive when they didn't understand the material, with some even expressing that teachers would get angry. This indicates that a dynamic style, if not carefully managed, can create a stressful and discouraging learning environment for students who are already struggling.

“Agresif gitu. Masa murid gak ngerti? Iya, gak ngerti marah-marah gitu”(“So aggressive. How come the students don't understand? Yeah, they don't understand so they get angry”)(Student 9)

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Observation

Findings presented in this chapter are based on direct classroom observation This observation provide valuable insight into this research and will be discussed in relation to the study’s research question.

Teacher N

The observation shows that teacher "N" uses various communication styles in his interactions with students, adjusted to the context and learning objectives. The teacher

is able to build good relationships, manage conflicts, provide motivation, and appreciate students. However, the teacher also shows assertiveness and violence in certain situations.

Analysis Based on Tubbs and Moss' Communication Style:

The researcher identified several communication styles, including:

1. **Controlling Communication Style**

   This style is seen when the teacher asks questions in a loud tone ("What are you behind the caption?"). This shows the teacher's efforts to control the situation and ensure that students understand the material, Then when the teacher gives an order, "who's on duty who didn't water the flowers? The girls are on duty, helped by the boys". This also shows a control communication style.

2. **Equalitarian Communication Style**

   This style is seen when the teacher uses two-way communication in managing conflicts on duty. The teacher tries to find a solution by involving students.

3. **Structuring Communication Style**

   This style is seen when the teacher closes the lesson by saying "Okay, our time is up, don't forget, hopefully everyone's grades this semester will be good". In that sentence, the teacher seems to conclude and close the learning activity in a structured way.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

4. **Dynamic Communication Style**

This style is seen when the teacher motivates students ("Last semester's grades were pretty good, there are some that I forgive, let's improve them next semester."). The teacher tries to raise enthusiasm and encourage students to perform better.

5. **Relinquishing Communication Style**

This style is less visible in this observation. However, the teacher's relaxed attitude when building relationships with students ("Yesterday's vacation was nice, huh...") can be interpreted as a form of surrendering control and creating a more relaxed atmosphere.

6. **Withdrawal Communication Style**

This style is not seen in this observation. The teacher actively interacts with students throughout.

Teacher "N" has the flexibility to use various communication styles, which is a positive thing. Teacher assertiveness needs to be balanced with a more supportive and empathetic approach, so as not to create a negative impression on students. The use of two-way communication in resolving conflicts shows the teacher's ability to create a conducive learning environment. Providing motivation and appreciation is an important aspect in building student confidence.

Teacher J

Based on the observation shows that teacher "J" uses a humanistic and interactive communication style in her interactions with students. The teacher is

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

able to build good relationships, manage conflicts constructively, ask thought-provoking questions, appreciate students, and provide life lessons through personal experiences.

Analysis Based on Tubbs and Moss Communication Style:

1. **Equalitarian Communication Style**

   This style is very dominant in teacher "J"'s interactions with students.

   Seen from:

   Use of two-way communication in opening lessons, explaining material, and asking questions. The teacher's attitude as a good listener in managing picket conflicts, emphasizing the importance of cooperation. The teacher's relaxed attitude when appreciating students, creating a friendly atmosphere.

2. **Dynamic Communication Style**

   This style is seen when teacher "J" motivates students by telling her personal experiences. The teacher tries to raise enthusiasm and provide valuable life lessons.

3. **Relinquishing Communication Style**

   This style is seen from the teacher's friendly and gentle attitude when building relationships with students. The teacher provides space for students to express their opinions and actively participate in learning.

4. **Structuring Style**

   This style is seen when the teacher closes the lesson. In the sentence "Our hour is up, later when you go home be careful, don't speed, your hands are

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

like mine..." The teacher seems to conclude and close the learning activity in a structured way, and gives a message to his students.

5. **Controlling Style**

This style is also seen when the teacher asks his students questions. "What is a caption? But sometimes you can also share your feelings...". The teacher seems to control the discussion.

6. **Withdrawal Style**

This style is not seen in this observation. Teacher "J" actively interacts with students throughout.

Teacher "J" is very effective in using an equal communication style, which creates a comfortable and conducive learning environment.

The teacher's ability to manage conflict constructively and provide motivation through personal experience is a strength that deserves to be appreciated. The humanistic communication style applied by teacher "J" can build positive relationships with students and increase their learning motivation. Overall, teacher “J” demonstrated excellent mastery of communication styles, with a dominant equalizing style that created a positive and effective learning atmosphere.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

comparison of observation results between teacher "J" and teacher "N" based on Tubbs and Moss's communication style analysis:

Teacher J

Dominant Communication Style:

Equality (Equalitarian): Very dominant, seen from two-way communication, listening attitude, and friendly atmosphere.

Dynamic: Seen from the use of personal stories for motivation.

Relinquishing: Seen from a friendly attitude and giving space to students.

Main Characteristics:

1. Interactive and humanistic.
2. Able to create a comfortable learning atmosphere.
3. Emphasizes cooperation and self-reflection.
4. Uses personal experiences to provide lessons.

Teacher "J" is very effective in building positive relationships with students through equal and empathetic communication.

Teacher N

Dominant Communication Style:

a. Controlling: More dominant, seen from tough questions and firm orders.
b. Equality (Equalitarian): Seen in conflict management.
c. Dynamic: Seen in giving motivation.

Main Characteristics:

1. Firm and disciplined.
2. Able to manage conflict.
3. Provide strong motivation.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

4. Flexible in using various styles.
5. Teacher "N" emphasizes discipline and firmness, but is also able to build good relationships with students.

Comparison

Teacher "J" emphasizes more on humanistic relationships and interactions, while teacher "N" emphasizes more on discipline and control.Both are able to provide motivation, but in different ways: teacher "J" through personal stories, teacher "N" through an emphasis on effort and hard work. Teacher "J" is very good at creating a comfortable learning atmosphere, while teacher "N" focuses more on achieving learning goals.Overall Both teachers have their own advantages in their communication styles. Teacher "J" excels in building relationships and creating a positive atmosphere.

Teacher "N" excels in enforcing discipline and providing strong motivation.Both teachers are also equally able to manage conflict well.

2. **The Students' Perceptions of The Impacts of The Teachers' Communication Style on Their Motivation in Learning English.**

Student learning motivation is a key factor in academic success. One aspect strongly believed to influence this motivation is the communication style employed by teachers in the classroom. This research focuses on exploring how various types of teacher communication styles, correlate with or even influence the level of student learning motivation. The findings of this research are expected to provide practical insights for educators in enhancing student learning motivation through

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

the selection of appropriate communication styles. Next are the result of interview and observation from the second research question.

Interview

This point summarize the insights and information obtained from interiew, this point provided valuable perspective about this topic.

2.1 General impact

Overall, the findings from the data analysis on female, male, high-achieving, medium-achieving, and low-achieving students consistently highlight that teacher communication style is a crucial factor influencing student motivation and participation in English language learning. The “Equalitarian” communication style, which emphasizes rapport, two-way communication, and attention to student needs, has been shown to significantly increase student motivation and participation at all levels. In contrast, communication styles such as “Withdrawal” and “Dynamic” have been consistently associated with decreased student motivation and participation.

A. Equalitarian

The Equalitarian communication style consistently emerges as a powerful catalyst for enhancing student motivation. When teachers foster open communication, demonstrate respect for students' opinions, and build rapport, students report heightened enthusiasm, increased willingness to participate, and a stronger overall motivation to learn English. This style creates a positive and

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

supportive learning environment that encourages students to actively engage with the material.

”Menyenangkan ya. Karena sebelumnya saya tidak suka bahasa Inggris, tapi ketika belajar dengan guru tersebut, dan eh, dengan gaya, gaya komunikasi beliau, eh, perlahan-lahan saya mulai menyukai bahasa Inggris”(“enjoyable, yes. Because previously I didn't like English, but when I studied with that teacher, and eh, with his style, his communication style, eh, slowly I started to like English”)(Student 7).

B. Dynamic

The impact of the Dynamic communication style is more nuanced. While enthusiasm and energy from the teacher can be initially engaging, an overly dominant or pressuring approach can have detrimental effects on student motivation. If the dynamic style is perceived as intimidating or fails to consider students' individual needs, it can lead to anxiety, decreased participation, and a decline in motivation.

“eh merasa tertekan jadinya pas belajar itu”(“eh, I feel pressured when studying”)(Student 2)

C. Withdrawal

The Withdrawal communication style consistently correlates with decreased student motivation. When teachers are perceived as disengaged, unresponsive, or uncaring, students feel undervalued and less motivated to invest effort in learning. This style creates a sense of detachment, hindering the

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

development of a positive learning environment and negatively impacting student engagement.

"Iya bosan, Gak paham Pak Gak paham saya tuh Pak, ngejelasinnya tuh gak ngerti gitu Pak" ("yes bored, I don't understand sir, the explanation makes me don't understand")(Student 1)

2.2. The Impacts of the Teachers' Communication Styles Perceived by Different Groups of Students.

A. **Female Students**

a**. Equalitarian**

Female students respond positively to the Equalitarian style, noting that it can transform their attitudes towards English. They express that this style fosters a more enjoyable learning experience, gradually increasing their liking and motivation for the subject.

"Menyenangkan ya. Karena sebelumnya saya tidak suka bahasa Inggris, tapi ketika belajar dengan guru tersebut, dan eh, dengan gaya, gaya komunikasi beliau, eh, perlahan-lahan saya mulai menyukai bahasa Inggris"("enjoyable, yes. Because previously I didn't like English, but when I studied with that teacher, and eh, with his style, his communication style, eh, slowly I started to like English")(Student 7).

b. Withdrawal

Conversely, the Withdrawal style has a negative impact on female students. They report feeling bored and express difficulty in understanding the material when teachers employ this style, which diminishes their motivation.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

“Iya bosan, Gak paham Pak Gak paham saya tuh Pak, ngejelasinnya tuh gak ngerti gitu Pak”(“I'm bored, I don't understand, sir. I don't understand, sir. I don't understand the explanation, sir”)(Student 1).

B. **Male Students**

a. **Equalitarian**

Male students also highlight the motivational benefits of the Equalitarian style. They emphasize that friendly teachers who create a comfortable atmosphere enhance their motivation and enthusiasm for learning.

“Guru yang ramah dapat menciptakan suasana yang nyaman bagi siswa pak, sehingga mereka lebih termotivasi dan antusias dalam belajar”(“friendly teachers can create a comfortable atmosphere for students, sir, so that they are more motivated and enthusiastic in learning”)(Student 6).

b. **Dynamic**

However, male students can experience decreased motivation with the Dynamic style if it leads to feelings of pressure. Some male students report feeling lazy and disengaged, even to the point of sleeping in class, when faced with a Dynamic style they perceive as overly demanding.

“Ya saya merasa malas dalam belajar dan tidur di dalam kelas”(“Yes, I feel lazy in studying and sleep in class”)(Student 3).

C. **High Achieving and Highly Motivated Students**

a. **Equalitarian**

High-achieving students demonstrate a strong positive response to the Equalitarian style. They feel motivated and actively participate when teachers

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

create a communicative environment that values their input and fosters a sense of partnership in learning.

“Yang Saya rasakan senang, terus kadang juga merasa pelajaran yang diberikan pun juga cepat dipahami gitu” (“which I feel happy about, and sometimes I also feel that the lessons given are also quickly understood”)(Student 4).

b. **Withdrawal**

The Withdrawal style negatively impacts high achievers. They become demotivated when teachers are perceived as disengaged or fail to provide sufficient support and explanation, hindering their ability to reach their full potential.

“Iya bosan, Gak paham Pak Gak paham saya tuh Pak, ngejelasinnya tuh gak ngerti gitu Pak”(“I'm bored, I don't understand, sir. I don't understand, sir. I don't understand the explanation, sir”)(Student 1).

D. **Students with Moderate Achievement and Motivation**

a. **Equalitarian**

Moderate-achieving students also benefit from the Equalitarian style. It can create a more comfortable and supportive learning environment, encouraging them to participate and increasing their motivation, as they feel their contributions are valued.

“Membuat minat saya untuk bisa berbahasa Inggris itu menurun karena tidak fokus ke materi”(“makes my interest in being able to speak English decrease because I don't focus on the material”)(Student 5).

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

b. **Dynamic**

The Dynamic style can have a mixed impact on moderate achievers. If delivered supportively, it can motivate them to push beyond their comfort zone. However, if perceived as pressuring or intimidating, it can increase anxiety and decrease their motivation to engage with the material.

"Kalau gurunya pemarah itu, malah kadang juga takut nanya jadinya" ("if the teacher is angry, sometimes people are afraid to ask questions")(Student 2)

c. Withdrawal

Similar to high achievers, moderate achievers experience decreased motivation with the Withdrawal style. They need active engagement and support from teachers to stay motivated and make progress.

"Tidak berani pasti/tidak berani bertanya"("don't dare to be sure/don't dare to ask")(Student 8).

E. **Students with Low Achievement and Motivation**

a. **Equalitarian**

The Equalitarian style is particularly important for low-achieving students. When teachers show respect for their opinions and create a safe space for them to express themselves, it can significantly boost their motivation and self-esteem, fostering a more positive attitude toward learning.

"Saya termotivasi untuk bisa berbicara di depan umum untuk bisa memperbaiki skill komunikasi saya, Pak" ("I am motivated to be able to speak in public to improve my communication skills, Sir")(Student 6).

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

b. **Dynamic**

The Dynamic style can be detrimental to low-achieving students. If they perceive it as aggressive or critical, it can exacerbate their feelings of inadequacy and further decrease their motivation, leading to disengagement and avoidance of learning.

"Ya saya merasa malas dalam belajar dan tidur di dalam kelas"("Yes, I feel lazy in studying and sleep in class")(Student 3)

Based on research involving various groups of students (female, male, high, medium, and low achievers and motivation), it can be concluded that teacher communication style has a significant influence on student motivation and participation in English learning.

There are three main communication styles identified in this study, namely Equalitarian, Dynamic, and Withdrawal, each of which has a different impact:

1. Equalitarian: This communication style is characterized by an equal relationship between teacher and students, open two-way communication, and attention to students' needs and opinions. The results of the study showed that teachers who apply the Equalitarian communication style tend to have students who are more motivated, actively participate in learning, and feel valued. This style creates a positive and inclusive learning environment, where students feel comfortable asking questions, discussing, and collaborating.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

2. Dynamic: This communication style is generally Energy and enthusiasm of the teacher in teaching. However, this study shows that the Dynamic style can have two sides. If the teacher's energy and enthusiasm are directed appropriately and not excessive, students can be motivated and inspired. However, if the Dynamic style is too excessive, tense, or does not pay attention to the needs of students, it can actually reduce student motivation and participation. Some students even feel pressured or uncomfortable with a communication style that is too Dynamic.
3. Withdrawal: This communication style is characterized by the teacher's attitude of withdrawing from interactions with students, being less responsive to students' questions or needs, and appearing uncaring. The results of the study showed that the Withdrawal communication style has a significant negative impact on student motivation and participation. Students feel unnoticed, unappreciated, and less motivated to learn when teachers apply this communication style.

In conclusion, this study underlines the importance of Equalitarian communication style in creating a positive learning environment and motivating students. Teachers who are able to build equal relationships with students, communicate openly and empathetically, and pay attention to students' needs tend to be more successful in increasing students' motivation and participation in English learning. In contrast, excessive or in appropriate Dynamic communication style and indifferent Withdrawal communication style have been proven to be counterproductive and can reduce students' motivation and participation.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Observation

Here we will show the result of observation based on the second research question, namely about the impact of communication style.

Teacher J

Teacher J's communication style has a positive impact on students' learning motivation. The two-way communication used by teacher J in opening lessons, explaining material, asking questions, and providing feedback encourages students to participate actively in the learning process .building positive relationships. teacher J's friendly and relaxed demeanor when building relationships and appreciating students creates a comfortable and enjoyable learning environment, thereby increasing students' motivation to learn. Providing intrinsic motivation. Teacher J motivates students by sharing personal experiences and giving advice, which can motivate students to be grateful, do positive things, and be careful. Creating mutual respect. teacher J's openness in accepting students' opinions and being a good listener when managing conflict demonstrates respect for students, which can increase students' motivation to learn and respect the teacher.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Teacher N

Based on the available data, the teacher's communication style has a diverse impact on students' learning motivation:

Positive Communication Style:

A polite and friendly approach when opening lessons can create a positive atmosphere and increase students' initial motivation to learn.

Providing open feedback can help students feel valued and motivated to improve themselves. Giving praise and support can increase students' motivation. Motivational words at the end of lessons can provide positive encouragement to students.

Negative Communication Style:

A harsh and firm communication style in explaining material, giving orders, asking questions, and providing motivation can suppress students' learning motivation.

In conclusion, it can be inferred that a positive teacher communication style tends to increase students' learning motivation, while a negative communication style tends to decrease it.

B. Discussion

The research discussion revealed that students perceived several communication styles among their English teachers. Firstly, the Egalitarian style was characterized by a fun and relaxed atmosphere, where teachers were seen as communicative and able to create two-way communication. Students felt comfortable and actively participated in the lessons when this style was used. Secondly, the Dynamic style showed that teachers were often seen as strict and sometimes even scary. While some students responded positively to the motivational aspects of this style, others felt pressured. Thirdly, the Withdrawal style was marked by teachers who were too focused on the book and did not clearly explain the purpose of the lesson. Students felt bored, unnoticed, and unmotivated when teachers used this style.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Significantly, the teachers' communication style significantly impacted students' motivation and participation in learning English. The Equalitarian style positively influenced students' motivation, fostering a positive and inclusive learning environment where students felt valued and actively involved (Yana, N., & Husnita, H., 2023). The Dynamic style had mixed impacts, Different from previous source, when used appropriately it could motivate also demotivate the students, Excessive use could reduce motivation and create pressure. Behaviors such as judging, belittling, and ignoring students are also characteristic of this style. Consequently, the learning atmosphere becomes negative, reducing student motivation, Sari et al(2024). Lastly, the Withdrawal style generally had a negative impact. It led to students feeling unmotivated, bored, and disengaged in the learning process. Passive creates a non-conducive learning environment and diminishes student motivation, Sari et al(2024).

In conclusion, the study highlights the importance of the Equalitarian communication style in promoting student motivation and engagement in English language learning. Open and non-aggressive communication proves to increase interest in learning, as well as attending to students' needs is significantly linked to increased student motivation and participation in English learning (Laconelli, R., & Anderman, E. M., 2021). This is consistent with existing literature highlighting the importance of positive teacher-student relationships in educational outcomes (Shakki, f., 2022). These results emphasize the need for educators to cultivate communication styles that value student input, promote mutual respect, and create a sense of belonging to enhance the overall learning experience and engagement in English language acquisition.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, the researcher concludes that style types and their impact on their motivation in English learning. Based on the analysis of qualitative data from various student groups (female, male, high, medium, and low achievers), following the research question of this study namely:

1. The Types of The English Teachers' Communication Styles in Teaching English

three main teacher communication styles and its impact were found to significantly influence student motivation and participation: Equalitarian, Dynamic, and Withdrawal.

2. The Students' Perception of The Impact of The Teachers' Communication Style on Their Motivation in Learning English

The following are the impacts of the communication style that have been found in this study.

The Equalitarian communication style tends to have students who are more motivated, actively participate in learning, and feel valued, creating a positive and inclusive learning environment. The Dynamic style can be positive if the teacher's energy and enthusiasm are appropriately directed; however, if excessive, it can reduce student motivation and participation, with some students feeling pressured. The Withdrawal communication style has a significant negative impact on student motivation and participation.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

B. Suggestion

Based on the qualitative findings regarding students' perception of english teachers' communication style and its impact on their motivation, future research could furter explore specific communication nuances that most effectively foster intrinsic motivation. Investigating the rule of cultural backgrounds in shaping this perception could also provide valuable insight. Additionally, longitudinal studies could examine how this perception and their impact on motivation evolve over longer periods of interaction between students' and teachers.

Suggestions for students are to be more active and open in building healthy communication with teachers. Students should not only be passive recipients of information but also take the initiative to express opinions, ask questions when they do not understand the material, and provide feedback in a respectful manner. Moreover, it is important for students to realize that learning motivation does not solely depend on the teacher but must also be developed from within themselves. Students are expected to manage their perceptions of the teacher's communication style objectively not to judge negatively right away, but to try to understand the intention and context behind the teacher's communication. With an open, respectful, and responsible attitude, students can create a more conducive learning environment that supports the achievement of optimal academic performance, the results of this study emphasize the importance of the Equalitarian communication style in creating a positive and motivating learning environment for students.

Teachers who are able to build equal relationships with students, communicate openly and empathetically, and pay attention to students' needs tend to be more successful in

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

increasing students' motivation and participation in English learning.

Conversely, excessive or inappropriate Dynamic communication styles and indifferent Withdrawal communication styles have proven to be counterproductive and can reduce students' motivation and participation.

Based on the research findings that have been presented, several important recommendations can be proposed to enhance the effectiveness of teacher communication and its impact on students. These recommendations focus on developing teacher competencies, increasing awareness of communication styles, as well as directions for future research that can deepen our understanding of the dynamics of classroom interaction namely as follows.

1. Teacher training programs need to emphasize the development of Equalitarian communication skills.
2. Teachers need to be aware of the potential negative impacts of excessive Dynamic and Withdrawal styles, and be provided with strategies to maintain a balanced and effective communication style.
3. Future research could explore other factors that influence students' perceptions of teacher communication styles, as well as the long-term impact of different communication styles on student achievement and motivation.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix I

Observations Sheet

Fieldnotes of Observation

Techers number	**1**
Teachers Name	**J**
Place	**SMAN 1 KERINCI**
Time/Day	**9 JANUARI 2025**
Duration	**90 MENIT**
Focus	
Opening Lessons	Two-way communication: asking why the desks are messy and about students who are absent, Ex: "Why are the desks scattered, where is X? Why haven't they come in?"" Komunikasi 2 arah : menanyakan kenapa bangku berantakan dan siswa yg belum hadir Ex: “kenapa bangkunya bisa berserakan, di mana si x? Kenapa belum masuk? “
Explaining the Material	Two-way communication. After talking about the topic, asking students' opinions. Ex: "What do you guys think a caption is like?" Komunikasi 2 arah. Setelah berbicara tentang topik, menanyakan pendapat siswa. Ex:menurut kalian caption itu seperti apa?
Giving Orders	Assertive, when asking students to tuck in their shirts. Ex: "Tuck your shirt in." Tegas, pada saat meminta siswa memasukkan baju. Ex: masukan baju ke dalam.

INSTITUT AGAMA ISLAM NEGERI
E R I N C I

Giving Feedback	Open, accepting students' opinions "Ex: Yeah, you're right. A caption should describe what we post, but you have a point. Most of us make captions that are sarcastic." Terbuka, menerima pendapat siswa Ex: iya ya.. Seharusnya caption bisa menggambarkan apa yang kita post, Tapi kamu ada benarnya Kebanyakan kita membuat caption bersifat menyindir.
Giving Motivation	Sharing difficulties, life journeys "Ex: My right hand can't write anymore because of an accident, we should be grateful those of us whose hands are still good, hopefully we can do positive things." Menceritakan kesusahan, perjalanan hidup Ex: tangan kanan saya tidak bisa menulis lagi karna kecelakaan, bersyukurlah kita yang tangannya masih bagus, semoga bisa melakukan hal hal positif.
Building Relationship	Friendly, greeting gently Ex: "What were your activities during the last holiday?" Ramah, menyapa dengan lembut Ex: liburan kemarin aktivitas nya ngapain aja?
Managing Conflict	Good listener, ex: the problem with the cleaning schedule, the point is we have to work together." Giving Questions, Two-way communication. Ex: "What is a caption? But sometimes it can also be a vent, right?" Pendengar yang baik ex: masalah piket, intinya kita harus sama sama.

INSTITUT AGAMA ISLAM NEGERI
E R I N G I

Giving Question	Two-way communication. Ex: "What is a caption? But sometimes it can also be a vent, right?" Komunikasi 2 arah. Ex: apa itu caption? Tapi kadang juga bisa curhat ya..
Appreciating Students	Relaxed, "Ex: Yesterday's grades were pretty good, but improve more." Santai Ex: nilai kemran lumayan bagus, tapi tingkatkan lagi.
Closing Lessons	Sharing difficulties, "Ex: Our time is up, be careful on the way home, don't speed, or your hand will end up like mine..." Menceritakan kesusahan Ex: jam kita sudah habis, nanti kalo pulang hati-hati, jangan ngebut, nnti tanganya kayak saya..

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Fieldnotes of Observation

Techers number	**2**
Teachers Name	**N**
Place	**SMAN 1 KERINCI**
Time/Day	**8 JANUARI 2025**
Duration	**90 MENIT**
Focus	

Opening Lessons	Polite and friendly ex: “Hello, how are you all doing?” Sopan dan ramah ex: “hallo, Apa kabar semuanya..”
Explaining the Material	Firm and assertive ex: “The caption is supposed to describe something, not for you to vent your feelings...” Keras dan tegas ex: “caption itu menggambarkan, Bukanya malah curhat kamu tu..”
Giving Orders	Firm and assertive ex: “Why are the flowers withered? Water them now, quickly!” Tegas dan keras ex: “kenpa bunganya layu, isi airnya sekarang, cepat”
Giving Feedback	Open ex: “I see, so the water was out? Okay... But try to wash the carpet.” Terbuka, ex: “begitu, jadi airnya mati? Okede.. Tapi usahakan di cuci karpetnya.”
Giving Motivation	Firm ex: “If you want to be smart, you have to work hard. The world is tough.” Keras ex: “kalau mau pintar memang harus berusaha, Dunia ini keras.”

INSTITUT AGAMA ISLAM NEGERI
E R I N C I

Building Relationship	Casual ex: “The holiday was nice, wasn't it?” Santai ex: “enak ya liburan kemaren ya..”
Managing Conflict	Two-way communication ex: Regarding the cleaning schedule, “Who was supposed to water the flowers? The boys on cleaning duty should help the girls.” Komunikasi 2 arah ex: masalah piket, “piket yang ngga nyiram bunga siapa? dibantu lah cewek piket yang cowok. “
Giving Question	Firm ex: “You in the back, what is a caption?” Keras ex: kamu yg belakang caption itu apa?
Appreciating Students	Praising, supportive ex: “Last semester's grades were quite good, there are a few that I pardoned. Next semester, let's improve even more.” Memuji, mendukung ex: “nilai semester kemaren lumayan bagus, ada beberapa yang saya maafkan nilainya, semester depan ayo tingkatkan lagi.”

ITUT AGAMA ISLAM NEGERI
E R I N C I

Closing Lessons	Motivating ex: “Okay, our time is up. Don't forget, I hope you all get good grades this semester.” Memotivasi ex: “oke jam kita habis, jangan lupa semoga semester ini nilainya bagus bagus semua”.

Appendix II

Interview Questions

NO	Research Question	Interview question
1	What are the students’ perception of the types of the English teachers’ communication styles in teaching English?	1. How would you describe your English teacher's communication style (way of speaking) when teaching? Bagaimana Anda menggambarkan gaya komunikasi (cara berbicara) guru bahasa Inggris Anda saat mengajar? 2. How do you feel when your English teacher uses a particular communication style in teaching? Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar? 3. Can you give an example of when your English teacher used a communication style that made you feel more engaged? berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		yang membuat Anda merasa lebih terlibat? Ceritakan lebih lanjut. 4. How does your English teacher's communication style differ from other teachers you have encountered? Bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru lain yang pernah Anda temui?
2	What are the students' perception of the impact of the English teachers' communication style in teaching on their motivation to learn English?	1. What is the influence of the English teacher's communication style on your motivation to learn English? Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris? 2. Were there any specific moments when you felt more motivated to learn English because of how your English teacher communicated? Please explain. Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi? Ceritakan. 3. How does the way your English teacher gives feedback influence your enthusiasm in learning? Bagaimana cara guru bahasa Inggris memberikan umpan balik dan

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		bagaimana hal itu memengaruhi semangat Anda dalam belajar? 4. Do you feel more confident to ask questions or participate in class because of how your English teacher communicates? Why? Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi? Mengapa? 5. In your opinion, how can an English teacher's communication style increase or decrease your interest in English? Dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris?

Prof. Dr. Dairabi Kamil,S.Pd.,M.Ed **Okti Wilymafidini,S.S.,M.Pd**

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix III

Interview Transcript

Student 1

Assalamualaikum warahmatullahi wabarakatuh Waalaikumsalam warahmatullahi wabarakatuh

R: Pertanyaan nomor satu, Bagaimana Anda menggambarkan gaya komunikasi guru bahasa Inggris saat mengajar

P: Bikin ngantuk Pak

R: Kenapa?Gimana cara gurunya ngomong?

P: Terlalu terpaku sama buku, terus ngejelasinnya Kayak gak dijelasin tujuan dari pembelajaran itu apa gitu Pak Kayak cuma tulis aja di papan tulis, ini contohnya tensis gitu kan Pak Tensis misalnya cuma di tulis rumahnya aja tapi gak dijelasin ini di gunakanya itu kapan Kayak gitu Pak

R: Oke Berarti cuma fokus papan tulis dan semacamnya,

R: Yang kedua, apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar?
Bagaimana kalau gaya yang digunakan tuh menurut kamu gimana?

P: Iya bosan, Gak paham Pak Gak paham saya tuh Pak, ngejelasinnya tuh gak ngerti gitu Pak

R: Oke nomor 3 berikan contoh saat guru bahasa inggris anda menggunakan gaya komunikasi yang membuat anda lebih terlibat, seperti komunikasi dua arah

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: Ada sih, palingan cuma beberapa orang aja yang kalau yang ngerti, yang memang udah belajar di tempat les gitu ya paling cuma komunikasi sama mereka, kalau yang lain tuh paling kalau ditanya ya kita mah, kalau kita siswa ditanya kan kita nggak tahu kalau kita ditanya mengerti apa nggak, jawab aja ngerti gitu biar cepet selesai

R: nah itu gaya komunikasi terlibat yang kayak gitu berarti ibu itu komunikasi dua arah (tapi ke beberapa siswa tertentu saja)

R: nomor 4 bagaimana perbedaan gaya komunikasi guru bahasa inggris anda dibandingkan dengan guru lain yang pernah anda temui

P: bedanya kalau yang pertama tadi tuh ya terpokus sama papan tulis, terus sama buku aja tapi kalau yang satu lagi tuh pakai modul ada modul gitu pak, ada buku, apa tuh, ada buku lain gitu modul-modul lain gitu

R: cara ngomong nya kalau cara ngomongnya?

P: interaksi walaupun sama kita yang nggak ngerti pun tetep di suruh maju tetep ditanya, tetep walaupun nggak bisa jawab nanti bakal dijelasin lagi gitu pak,

R:maksud saya lebih ke karakternya ada ibuknyang keras dll..

P: yang pertama tuh malah lemah lembut gitu kayak halus gitu nggak yang terlalu menekan gitu makanya Antara peduli atau enggak gitu Pak, kalau yang satu lagi nih memang orangnya asik asik gitu kalau diajak belajar bahasa Inggris, jadi kan kita siswanya enggak bosan gitu.

R: Selanjutnya nomor 5 apa pengaruh gaya komunikasi guru dalam bahasa Inggris terhadap motivasi belajar anda? Apakah cara ngomong itu mempengaruhi motivasi belajar anda?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: Mempengaruhi pak uh kayak lebih dibikin lebih asik terus uh dibikin uh lebih ke digambarin digambarkan ini uh pemakaian di kehidupan nyatanya kayak gimana terus juga.
Uh ngobrol dengan siswanya enggak usah yang terlalu formal, lebih ke asik aja gitu, santai

R: Ada apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar? Karena cara guru bahasa Inggris berkomunikasi?

P: yang guru ke 2 tadi yang ngobrolnya lebih asik jadinya lebih tertarik buat belajar bahasa Inggris. Kayak bercanda bercanda gitu.

R: Pertanyaan no7 Bagaimana cara guru bahasa Inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat anda belajar, Cara ngomongnya ibu tuh misalnya kita kayak enggak ngerti nih, terus ditanya balik itu sama gurunya, ibuknya jawab sambil marah marah atau gimana?

P: Kalau yang guru 1 tadi itu kalau misalnya kita tanya nih kita enggak ngerti nih maksud tensis ini keapa gitu dijelasinnya ya kayak oh ini ini ya subjek tambah ini plus ini kayak gitu kayak enggak dijelasin lebih mendalam lagi gitu pak.Kayak cuma sebatas ya fokus ke buku.

R: Cara ngomongnya?
P: santai sih.. Ga marah marah

R:no 8 apakah anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: kalo yang pertama nggak si pak, malah gurunya lebih banyak ngomong.. Siswa nya malah diam entah mau ngerti atau nggak ya bodo amat kek gitu la pak.. Karena keras juga..
Kalo yang kedua lebih ada partisipasinya gitu

R: terakhir, dalam pandangan anda bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan ataupun mengurangi minat anda dalam belajar bahasa Inggris?

P: apa pak?

R: kayak apasih yang bisa meningkatkan dari cara ngomong guru itu yang meningkatkan motivasi kita dalam belajar, apasih yang bikin kita lesu belajar dari cara ngomongnya?

P: lebih itu aja si.. Nggak usah yang terlalu formal, karena inikan bahasa Inggris, bahasa inggriskan bahasa asing kan, jadi di bawak lebih formal lagi lebih terpaku ke buku lagi, siswanya jadi lebih bosan, jadi makin nggak ngerti, bagusnya di ajak sering becanda kayak gitu lo pak.

R: nggak sukanya gimana?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: yang fokus ke buku ngejelasinya.

R: lebih ke pasif atau keras gitu,
Kalo keras tu ibuknya marah marah ngejelasinnya, lebih ke banyak diam?

P: iya

Student 2

Assalamualaikum warahmatullahi wabarakatuh.

Pertanyaan nomor satu: Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?

Eh, guru saya itu tegas, terkadang juga cenderung menyeramkan, marah nih, gitulah. Jadi, takut saya.

Oke. Kalau dari cara ngomongnya, keras?

Iya, keras. Jadi, eh merasa tertekan jadinya pas belajar itu.

Oke. Nomor dua: Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar, kayak yang marah?

Eh, tertekan tentunya, karena belajar itu, apalagi belajar bahasa, kan harus ya, having fun. Kalau bagi saya itu, harus ada having fun dan lain sebagainya, cuman kalau gurunya pemarah itu, malah kadang juga takut nanya jadinya.

Oke. Nomor tiga: Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat. Contohnya, seperti komunikasi dua arah atau gimana nih?

Eh, ya. Eh, memang di samping beliau yang pemarah, guru saya itu, eh terkadang beliau juga bikin *games* di kelas itu. Jadi, kami belajar itu, menggunakan bahasa Inggris itu dengan *games* di kelas tadi, sehingga eh semua siswa itu, kawan-kawan juga terlibat, eh kami mempraktekkan bahasa Inggris itu secara langsung, dan itu saya rasa bagus. Walaupun beliau pemarah, ya.

Oke. Bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru yang lain yang pernah Anda temui?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Eh, ya. Mengenai perbandingan, memang setiap guru itu punya-nya karakter gaya bicaranya masing-masing. Gaya ngajarnya masing-masing. Ada yang tegas, pemarah, ada yang lembut dan lain sebagainya. Memang eh guru-guru sebelumnya yang saya temui itu, itu ada beberapa ya. Ada yang ramah, full senyum, masuk-masuk udah haha hihi dan lain sebagainya. Kemudian eh guru-guru yang yang juga tegas, sama dengan guru kayak sekarang. Ya, gitu.

Oke. Jadi, ada yang tegas, ada yang ramah. Heeh, benar.

Oke. Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris?

Iya, eh bagi saya itu sangat berpengaruh, karena apalagi ketika guru itu mempraktekkan eh atau show up, memperlihatkan bagaimana kemampuan bahasa Inggris beliau. Itu eh saya sangat termotivasi ketika melihat itu, karena bagi saya orang yang bisa ber-bahasa Inggris itu, itu keren, gitu.

Oke. Nomor dua: Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar ba- belajar karena cara guru bahasa Inggris berkomunikasi. Ada momen tertentu, nggak?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Eh, momen tertentu, iya ada. Apalagi eh momen-momen di saat guru saya itu mood nya sedang bagus itu, saya sangat eh lebih termotivasi lah, karena beliau ngajarnya itu berbeda dari eh biasanya.

Lebih tenang, lebih nyaman?

Iya, lebih tenang, lebih nyaman, lebih kalem, lebih apa, eh menerima *feedback* lah, gitu. Oh, sih feedback. Oke.

Terus nomor eh lima enam tujuh. Bagaimana cara guru bahasa Inggris memberikan umpan balik, dan bagaimana hal itu memengaruhi semangat Anda dalam belajar?

Iya, eh seperti yang saya bilang tadi, guru saya itu tegas ya, eh malah cenderung saya merasa beliau itu marah, gitu, karena tegasnya itu. Eh, tapi ketika saya menanyakan sesuatu yang tidak saya pahami, beliau memberikan *feedback* yang bagus. Beliau eh menjelaskan eh apa yang saya belum paham itu, beliau jelaskan kembali, beliau beri contoh agar saya lebih paham dan mengerti sehingga bisa langsung dipraktekkan itu.

Kalau intonasi suaranya tinggi atau rendah?

Intonasi suara beliau cenderung intonasinya tinggi. Bang. Oh, gitu.

Oke, oke. Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?

Iya, kalau saya sendiri, kalau guru itu tuh eh pemarah, tegas gitu kan, intonasi berbicara tinggi, saya merasa tertantang untuk eh melawan, gitu.

Anda orang yang cukup keras.

Iya, sedikit.

Oke. Enggak apa-apa. Terakhir: Dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris? Meningkatkan apa dulu?

Iya, eh gaya komunikasi yang digunakan oleh guru, kalau untuk meningkatkan motivasi siswa ketika belajar itu, ya memberikan feedback yang sesuai.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Maksudnya, ketika siswa bertanya, maka guru itu akan menjelaskan secara rinci, ya memberikan pemahaman lah kepada siswa-siswanya dengan cara gaya komunikasi yang sesuai. Maksud saya itu eh ramah, senyum dan lain sebagainya. Kalau yang mengurangi minat, ya kebalikan dari yang tadi gitu. Sebaliknya ya. Iya,

marah-marah.

Heeh, marah-marah, karena kalau gurunya marah-marah itu, malah membuat siswanya kadang tidak mau masuk, karena ada beberapa teman sekelas saya itu, eh tidak mau masuk kelas bahasa Inggris, karena gurunya pemarah.

Oh, gitu. Oke, terima kasih.

Student 3

R: pertanyaani nomor satu, Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?

P:Waktu saya belajar bahasa Inggris, gurunya menjelaskan dengan santai, Tapi saya tidak memahami materinya yang disampaikan.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

R: Pertanyaan nomor dua, apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar?

P: Ya saya merasa malas dalam belajar dan tidur di dalam kelas.

R: Yang seperti nama jawab nomor satu.

R: nomor 3 , Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi membuat Anda merasa lebih terlibat. Ceritakan berlanjut.

P: Ketika guru menggunakan komunikasi timbal balik, Tapi yang saya rasakan malah menyududkan siswanya. Ya jadinya saya merasa malas juga akhirnya.

R: nomor empat, bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru yang lain yang pernah Anda temui?

P: Sejauh ini yang saya temui, ya sama aja membuat saya malas belajar dan tidur dalam kelas. Soalnya gurunya menjelaskan, cuma menjelaskan tapi tidak memratikan siswanya.

R: Pasif.

R:Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris?

P: Saya tidak mau belajar bahasa Inggris waktu itu karena gurunya membosankan waktu menjelaskan materi.

R: Tidak memperhatikan siswa ya?

P: iya.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

R: Bagaimana cara guru bahasa inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat Anda dalam belajar?

P: Saat guru memperhatikan saya ketika tidak mengerti materinya dan tidak menyudutkan saya.

R: Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa inggris berkomunikasi mengapa?

P: Saya tidak mau menanyakan sesuatu tentang materi. Dekernakan guru membosankan waktu mengajar bahasa inggris.

R: dalam pandangan Anda bagaimana gaya komunikasi guru bahasa inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa inggris?

P: Pandangan saya ketika meningkatkan bahasa Inggris itu saat guru menggunakan timbal balik dan tidak menyudutkan siswa waktu tidak mengerti materi. Ya seperti itu.

R: Oke, terima kasih.

Student 4

R: Pertanyaan nomor satu, bagaimana Anda menggambarkan gaya komunikasi guru Bahasa Inggris saat mengajar?

P: Dalam belajar itu seru terkadang pada saat masuk pun bukan langsung pada materi pelajaran tapi kadang pada awalan sebelum masuk materi kadang diajak permainan dulu atau kadang saling curhat satu sama lain sebelum masuk materi dan pada saat pelajaran pun pembahasannya tegas, jelas dan terkadang ada juga translate dari Bahasa Inggris ke Bahasa Indonesia seperti itu

R: Keras?

P: Keras juga, cuma tidak terlalu keras, ada santai nya juga

R: Pertanyaan nomor dua, apa yang Anda rasakan ketika guru Bahasa Inggris menggunakan berkomunikasi seperti itu?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: Yang rasakan tentunya sebagai siswa, yang merasakan senang, terus kadang juga merasa pelajaran yang diberikan pun juga cepat dipahami gitu

R: Pertanyaan nomor tiga, berikan contoh guru Bahasa Inggris Anda menggunakan komunikasi yang membuat Anda merasa lebih terlibat seperti komunikasi dua arah.
ibu itu di mana?

P: Contohnya kayak, contohnya kayak open your head, kayak misal suruh sebelum pelajar buka topinya dulu untuk yang laki-laki terus ada pembicara duara seperti berdoa, jadi langsung diLaksanakan Ketua Kelas langsung membacaan doa dilanjutkan dengan, apalah gitu, untuk membuka buku juga ada pembicaraan dua arahnya kayak disuruh buka alaman berapa, shirmam gitu-gitu jawabannya.
Terus dilanjutkan dengan kalau guru masuk itu good morning dan segala macam seperti itu. Oke.

R: nomor empat. Bagaimana perbedaan cara-bicara kedua guru tersebut? Kalau ibu yang ini.

P: Perbedaannya jelas berbeda ya setiap guru punya cara mengajar dan intonasi dalam mengajar berbeda-beda, Namun persaamaannya dari kedua guru ini yaitu sama-sama suka calin menceritakan kehidupan sehari-harinya. Jadi kami kadang apa yang berbeda dari kami apa yang berbeda dari ibu kadang kami suka saling curhat satu sama lain gitu. Kami dengarkan cerita kehidupan sehari-hari dari ibu ini dan kami juga menceritakan kehidupan kami bersama ibu ini. Yaitu sama-sama saling curhat tapi perbedaannya justru di intonasi dalam mengajar gitu.

R: Terus pertanyaan nomor lima. Apakah pengaruh gaya komunikasi guru Bahasa Inggris terhadap motivasi belajar Anda? Apakah itu mempengaruhi motivasi belajar? Kemawan kita untuk belajar itu meningkat, karena Ibu kenapa gini-gini?

P: Pengaruh motivasi jelas ada, itu yang dikatakan tadi sebelum belajar kaising curhat otomatis motivasi untuk belajar bahasa Inggris. Minat kita dalam belajar bahasa Inggris tuh semakin meningkat. Apalagi bersama ibu yang istilahnya seru dalam mengajar terus uh Terkadang bahasa Inggris ini bukan hanya terfokus pada pelajaran saja, namun terkadang juga pernah menggunakan hp gitu kan kayak quiz quiz.Motivasi kami untuk belajar juga semakin tingkat dalam pelajaran bahasa Inggris.

R: ApakahAda momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi? Ada momen yang lebih pada saat ibu itu lagi lagi. Apa namanya lagi curhat tuh lebih lagi ada yang lebih lagi nomor satu lagi, Pas ibunya apa namanya? Ada momen tertentu yang kalian sukai pas ibu mengajar?

P: Uh dalam lingkungannya tuh uh sesuatu cerita dari kehidupan keseharian itu. Kadang dalam uh suatu hal yang kami sukai terus kalau dalam mengajar cara mereka mengajar pun juga mungkin setiap orang beda beda. Tapi menurut saya sendiri saya suka uh cara mengajar, Uh ibu bahasa Inggris tersebut gitu ya? Apalagi dijelaskan memang secara risih uh rinci gitu mana yang kami lupa atau yang memang kami belum ketahui itu memang dijelaskan betul betul dijelaskan oleh kayak uh memang yang memang lupa uh dari kelas 11 itu memang diingatkan betul gitu. Mengajari secara rinci

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

R: Pertanyaan no 7, bagaimana cara guru bahasa Inggris memberikan umpan balik kepada siswa saat mengajar?

P: Dari cara ibuk itu ngomong tu intonasiny lumayan naik.. Tapi tidak marah.. Cuma tegas saja.

R: Apakah anda lebih berani bertanya ataupun berpartisipasi di kelas karena cara guru berkomunikasi seperti itu?

P: Dengan cara komunikasi seperti itu membuat saya nyaman dan mudah di pahami.. Cuman kalo guru sudah ada intonasi marah saya juga merasa kayak tau bahwa guru ini benar benar marah, otomatis saya harus lebih hati hati.
Tapi dalam KBM seru dan menyenangkan.

R: Menurut kamu apasih yang meningkatkan ataupun mengurangi minat belajar kalian sebagai siswa?

P: Yang meningkatkan yaitu seperti menggunakan sosial media, atau aplikasi quis..

R: Kalo cara ngomongnya yg disukai ataupun yang tidak di sukai yang seperti apa?

P: Yang sukai itu lembut santai mudah di pahami.
Kalo kurang di sukai itu intonasi dalam belajar seperti gurunya suka marah

Student 5

Assalamualaikum warahmatullahi wabarakatuh.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Waalaikumussalam warahmatullahi wabarakatuh.

Pertanyaan nomor satu: bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?

Oke, menurut saya guru saya itu cukup agak lain ya, karena tidak masuk di materi bahasa Inggris. Mungkin ibuk tersebut memberikan materi yang lain, sehingga kami susah untuk dipahami, karena ibuk tidak memulai dengan materi awalnya bahasa Inggris gitu.

Oh, kalau dari cara ngomongnya, ibuk itu santai atau gimana?

ibuk itu santai, ramah, asyik. Cuman agak tidak masuk di materinya aja.

Oke. Apa yang Anda rasakan ketika guru bahasa Inggris Anda menggunakan gaya komunikasi tertentu dalam mengajar? Itu mempengaruhi tidak?

Menurut saya sangat mempengaruhi, karena kami sebagai siswa pastinya melihat bagaimana ibuk tersebut, guru atau guru tersebut, berkomunikasi dengan kami. Otomatis komunikasi itu memberikan kenyamanan atau tidaknya dengan kami nantinya.

Oke. Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat. Ceritakan lebih lanjut.

Ibuk itu sering membawa, memberi contoh itu dengan menggunakan nama kami. Kayak, "Coba kalian gini-gini-gini, gini. Nah, nanti ibuk ajarin kayak..." Intinya, ibuk tersebut sering melibatkan kami, karena mungkin memberikan contoh aja gitu.

Tapi dilibatkan?

Ya.

Oke. Apa yang, apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

E, di SMA, guru bahasa Inggris saya sedikit tidak berpengaruh, karena dari pertanyaan yang awal, ibuk itu tidak terlalu mengarahkan ke bahasa Inggris. Lebih kayak random aja pembahasannya gitu.

Kalau dari cara ngomongnya gimana? Itu mempengaruhi motivasi tidak?

Sedikit.

Sedikit ya? Berarti tidak terlalu lah.
Yang penting materinya nyampe sudah.

Ya.

Oke. Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi?

Iya, sedikit termotivasi, karena ibuk sering menceritakan keluh-kesah beliau pada saat susah payahnya beliau menjadi seorang guru dan membanding-bandingkan kayak, "Kalian enak sekolah di dekat gini-gini gitu."

Oke. Bagaimana cara guru bahasa Inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat Anda dalam belajar?

Mempengaruhi umpan balik? Iya. E, umpan balik seperti Ibu itu, kalau misalnya kita enggak ngerti, ya terus kita nanya ke Ibunya, Ibunya kadang ada yang marah, ada yang santai, ada yang ramah gitu. Oh, tidak. itu sangat-sangat open. Kalau waktu kita bertanya balik, malah senang. Karena mungkin merasa kalau ada pertanyaan dari siswa itu merasa ibuk itu kayak, "Oh, berarti siswa saya paham dan apa yang saya bicarakan."

Oke. Nomor empat: apakah Anda merasa lebih berani? Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi? Y

a, sangat-sangat pede bertanya, karena ibuk tersebut sangat ramah dan tidak... Kan ada sebagian guru yang kalau ditanya malah marah dan tidak merespon.

Kalau marah gimana?

Enggak, kalau marah, ya sudahlah.

Enggak berani bertanya atau gimana?

Enggak, enggak bakal berani bertanya sih, karena... Ya.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Oke. Terakhir, dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris?

Kalau guru saya di SMA membuat minat saya untuk bisa berbahasa Inggris itu menurun, karena beliau tidak mengajarkan materi atau berbahasa Inggris dengan baik dan benar. Maaf sebelumnya, kayak karena ibuk itu sering kayak tidak lurus, tidak membahas terlalu bahasa Inggris, jadi agak random. Jadi termotivasi ah, ngapain bahasa Inggris? Bapak itu gini-gini-gini gitu.

Kalau dari cara ngomongnya?

lumayan bisa.

Bisa bisa meningkatkan minat dalam bahasa Inggris?

Boleh. Kalau udah untuk apa yang, yang menurunkan apa kira-kira?

Menurunkan waktu, waktu ibuk... Cara ngomongnya ya? Waktu ibuk tuh suka ngemix, atau pembedaan penyebutan mungkin? Mix? E, berarti di, di situ

Anda suka yang kayak gimana? Langsung full bahasa Inggris atau gimana?

Tergantung konsepnya. Kalau terkadang ibuk itu, kita sedang belajar bahasa Inggris. Masa ya harus langsung pakai bahasa daerah kita gitu? Kayak kalau bahasa Inggris fokus ke bahasa Inggris. Oh, berarti kalau enggak ngerti, enggak apa-apa? Ya, namanya juga belajar.

Oke. Terima kasih.

Sama-sama.

Student 6

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Assalamu'alaikum warahmatullahi wabarakatuh,

R:Pertanyaan nomor satu, bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?

P:Dengan cara memastikan bahwa penjelasan yang diberikan guru di sekolah tidak terlalu rumit dan sesuai dengan pemahaman siswa.

R:Itu santai atau gimana?

P: Bisa santai, bisa serius tergantung situasinya pak.

R: pertanyaan nomor dua, apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar?

P:Biasa saja sih kalau menurut saya, yang penting semua pelajaran yang diajarkan tersampaikan dengan baik dan suasana mengajarnya positif, ramah, aman dan damai Pak.

R: Berarti ramah?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: Ya

R: Pertanyaan nomor tiga, berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa terlibat.

R: Apakah face-to-face, komunikasi dua arah?

P: kebanyakan guru di SMA menggunakan gaya komunikasi partisipatif, Pak. Sebagai contoh, di sini saya memberi contoh, biasanya kita ditanya tentang

pendapatan. pribadi tentang materi yang diajarkan, Nah dari situ kita jadi lebih merasa terlibat dalam proses belajar mengajarnya Pak.

R: Pertanyaan nomor 4, bagaimana perbedaan gaya komunikasi guru Bahasa Inggris Anda dibandingkan guru yang lain yang pernah temui?

P: Menurut saya tidak terlalu banyak perbedaan, Pak. Karena kebanyakan guru harus bersikap ramah dengan siswa dan gaya komunikasi yang dipakai pun masih tetap gaya komunikasi partisipatif, Pak. Nah, semua guru biasanya, Pak, menanyakan pendapat kita tentang materi yang diajarkan. Selalu begitu, Pak.

R: pertanyaan nomor 5. Apakah pengaruh gaya komunikasi guru Bahasa Inggris terhadap motivasi anda untuk belajar? Apakah itu pengaruh atau tidak?

P: Sangat berpengaruh soalnya saya termotivasi untuk bisa berbicara di depan umum untuk bisa memperbaiki skill komunikasi saya, Pak. Soalnya guru bahasa Inggris Cara bicaranya gaya bicaranya sangat sangat.Baik sangat sangat enak didengar begitu pak.

R: Apakah ada momen tertentu di mana Anda merasa terlebih termotivasi untuk belajar karena cara berbicaraGuru bahasa Inggris?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

P: Ada di satu momen ketika guru bahasa Inggris saya bercerita Pada saat menggapai cita citanya menjadi pegawai negeri sipil pak. Nah di situ saya sangat termotivasi dengan kata, kata beliau.Kata katanya simpel pak tapi Itu justru itu membuat saya sangat termotivasi, kata katanya seperti ini. Jika kamu ingin terbang, maka persiapkanlah sayapmu begitu pak.

R: Uh selanjutnya bagaimana cara guru?Bahasa Inggris memberikan umpan balik.Bagaimana itu bisa Uh mempengaruhi semangat anak untuk belajar?

P: Yaitu dengan cara memberikan diskusi pada saat 15 menit sebelum uh pelajaran habis.Nah di dalam diskusi itu pak Biasanya guru bahasa Inggris memberikan nilai untuk para siswa yang lebih aktif. Begitu pak.

R: Kalau gaya komunikasinya gimana pasumpahan balik.

P: Gaya komunikasinya sama seperti gaya komunikasi pada saat beliau mengajar pak.Yaitu dengan cara menggunakan komunikasi partisipatif tadi pak.

R: apakah anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?

P: tentu saja pak, tentu saja saya jadi sangat berpartisipasi di kelas di karenakan cara berkomunikasi guru bahasa Inggris pak.

R: yang gaya komunikasi yg gimana?
Yang ramah tadi?

P: iya yang ramah tadi pak, yang ramah dan partisipatif

R: terakhir, dalam pandangan anda bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat anda terhadap bahasa Inggris?

P: dalam pandangan saya, guru yang ramah dapat mencipatakan suasana yang nyaman bagi siswa pak, sehingga mereka lebih termotivasi dan antusias dalam belajar begitupun sebaliknya saya tidak suka melihat guru yang tidak ramah pak, guru yang tidak ramah itu dapat mengubah suasan sehingga saya kurang nyaman kalo belajar dengan guru yang tidak ramah pak.

Student 7

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Assalamualaikum warahmatullahi wabarakatuh.

Waalaikumussalam warahmatullahi wabarakatuh.

Pertanyaan nomor satu: Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?

Ehm, guru bahasa Inggris saya, eh, beliau sangat komunikatif, sehingga terjadi eh, komunikasi dua arah di sana. Kemudian juga, intonasi intonasinya juga, eh, dibilang cukup ramah. Sehingga, itu yang membuat suasana di kelas menjadi lebih interaktif.

Oke, pertanyaan nomor dua. Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam belajar?

Yang saya rasakan tentunya, ehm, menyenangkan ya. Karena sebelumnya saya tidak suka bahasa Inggris, tapi ketika belajar dengan guru tersebut, dan eh, dengan gaya, gaya komunikasi beliau, eh, perlahan-lahan saya mulai menyukai bahasa Inggris.

Ada pengaruhnya tidak, kalau gurunya mungkin tidak ramah kayak gitu, ada ada pengaruh ndak?

Tentunya ada ya, karena gaya komunikasi atau bagaimana intonasi eh, guru mengajar itu memengaruhi mood siswanya. Jadi, itu yang menentukan eh, p- seb- seberapa pengaruh hal tersebut.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Termasuk kamu?

Ya, benar sekali.

Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibata.

Eh, contohnya ketika saat eh, saat awal pelajaran, guru tersebut tidak langsung menjelaskan, oh kita materi apa hari ini. Tidak, tapi mereka, eh, apa ya? Kayak,

menanyakan, eh, ada interaksi dengan siswanya. Menyapa. Menyapa, kemudian juga menanyakan kabarnya seperti apa. Eh, baru, eh, menjelaskan materi apa yang kita pelajari hari ini. Kemudian juga di akhir kelas, eh, guru tersebut juga memberikan kuis-kuis, eh, eh, yang membuat eh, mah- siswanya mengerti pelajaran apa yang dipelajari hari ini.

Oke. Bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru yang lain yang pernah Anda temui?

Eh, tentunya berbeda-beda ya, ada yang lebih ramah terhadap siswanya, ada yang ketika mengajar, ehm, malah menjelaskan yang lain tidak sesuai konteks pelajaran. Kemudian juga ada yang tidak suka ditanya-tanya ya, seperti itulah.

Oke. Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris?

Oke. Eh, bicara terhadap eh, motivasi ya, itu mungkin beda-beda ya, Bang. Tapi sejauh ini eh, gaya komunikasi itu sangat berperan terhadap motivasi siswa. Karena bagaimana gu- guru tersebut, eh, ber- ber- berkomunikasi, itu memengaruhi mood sis- mood siswa kita tersebut.

Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi?

Eh, saya khususnya termotivasi saat mendengar guru tersebut berbicara karena sangat influence. Sehingga, eh, saya sa- saya termotivasi kalau oh, saya ingin seperti Ibu ini suatu saat nanti.

Mom- momennya pas Ibu itu ngomong?

Ya, saat menjelaskan di- di kelas.
Oke, saat menjelaskan.

Eh, bagaimana cara guru bahasa Inggris memberikan umpan balik dan bagaimana hal itu memengaruhi semangat Anda dalam belajar?

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Oke. Eh, guru ters- tersebut menjawab pertanyaan apa yang dilontarkan oleh siswanya. Kemudian juga, ehm, ya setiap pertan- setiap pertanyaan dijawab oleh guru tersebut. Eh, bahkan ketika tidak ada pertanyaan, maka, gu- guru tersebut yang akan memberikan pertanyaan agar kelas tetap eh, terasa interaktif. Dan itu sangat memengaruhi bagaimana siswa, eh, belajar. Semangat.

Kalau dari intonasinya gimana?

Oke, intonasi sangat memengaruhi ya, semangat siswanya. Karena, kalau intonasinya tidak sesuai dengan apa yang siswa harapkan, seperti intonasinya sangat tinggi, itu akan memengaruhi bagaimana si- siswa tersebut memandang gu- gurunya, oh kayaknya guru ini lagi marah nih, kayaknya gurunya lagi ngambek nih. Itu ya kayak, itu akan memberikan batasan-batasan tersendiri gitu lho, Bang. Kalau, ehm, intonasinya,

maksud saya yang ini.
Gimana tuh?

Eh, misalnya gurunya ngasih umpan balik itu marah atau gimana?

Hmm. Eh, jika guru memberikan in- eh, apa? Umpan balik kayak marah, itu tuh, eh, akan menimbulkan apa ya? Semangat-semangat mahasiswa itu turun. Karena Nah, ke depannya siswa akan lebih takut bertanya, karena sudah tahu oh, nanti gurunya kalau ditanya marah.

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K E R I N C I

Kalau guru kamu yang itu marah atau enggak?

Enggak dong. Enggak.

Nomor empat, apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?

Eh, tentunya iya ya. Karena guru yang saya temui itu sangat eh, mengajarkan tentang menghargai. Jadi, itu yang membuat siswanya lebih eh, pede bertanya, meskipun kemampuan bahasa Inggris kami belum memadai.

Oke. Ibunya ramah?

Ramah banget.

Dalam pandangan Anda bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris?

Yang meningkatkan itu yang kayak gimana yang? Oke, yang meningkatkan itu mungkin dari intonasinya dulu ya, Bang. Kalau intonasinya enak didengar, eh, itu tuh secara enggak sadar akan memengaruhi tingkat keberanian siswanya. Kemudian kalau ya seperti yang sudah Abang sebutkan sebelumnya, ketika me- memberikan umpan balik, eh, gurunya marah-marah atau intonasinya tidak sesuai, itu eh, secara enggak sadar juga akan memengaruhi eh, apa? Rendahnya minat siswa.

Oke, berarti lebih ke intonasi.

Iya.

Terima kasih.

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K E R I N C I

Ya, sama-sama.

Student 8

Assalamu'alaikum warahmatullahi wabarakatuh Pertanyaan nomor satu, bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?

Gaya guru bahasa Inggris saya dalam berkomunikasi saat mengajar bahasa Inggris itu bisa dibilang menyenangkan Menyenangkan Iya menyenangkan Oke Terus kalau apa namanya Menyenangkan menurut kamu tuh Ibu tuh santai Marah atau pendiam Atau Ibu tuh santai Bisa mencairkan Suasana

Nomor dua apa yang anda rasakan ketika Guru bahasa inggris Anda Menggunakan gaya komunikasi tertentu Dalam mengajar Maksudnya Kalau Pas Gurunya menggunakan Gaya komunikasi yang santai Dan ramah

Yang saya rasakan Saya merasa Lebih lebih nyaman dan lebih tertarik untuk belajar dan mengikuti proses belajar pada saat itu

nomor tiga berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat contohnya seperti gaya komunikasi dua arah

Guru saya memberi pertanyaan Sehingga kami sebagai siswa itu Merasa lebih Diikut sertakan dan Tidak merasa bosan Saat mengajar dibandingkan dengan guru Yang hanya Fokus Pada memberikan materi saja Tidak memberikan pertanyaan atau sebagainya

Oke Bagaimana perbedaan Gaya komunikasi guru bahasa Inggris Anda Dibandingkan dengan guru yang lain Yang pernah Anda temui

Kalau Guru bahasa Inggris saya Itu dia lebih Di saat mengajar Dia itu Benar-benar fokus menggunakan bahasa Inggris Dan Ada feedbacknya tadi Dibandingkan guru-guru lain Kadang guru-guru lain itu Dia cuman kayak Membaca buku gitu Pasif Satunya fokus ke siswa Satu pasif

Apa pengaruh gaya komunikasi guru Bahasa Inggris terhadap motivasi Anda Untuk belajar Bahasa Inggris Ada pengaruh gak kira-kira Gaya komunikasi

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K E R I N C I

Ya Sangat berpengaruh Seperti apa Guru yang lebih Menggunakan bahasa Inggris Sangat mengajar itu lebih Membuat saya Tertarik untuk belajar bahasa Inggris Dan membuat saya lebih Saya juga termotivasi Untuk bisa berbicara seperti Yang beliau lakukan

Oke Apakah ada momen tertentu dimana Anda merasa lebih termotivasi belajar karena cara bahasa Inggris memotivasi? Ada momen khusus nggak? Seperti gurunya menggunakan bahasa Inggris itu membuat Anda tertarik, ada yang lain nggak?

Iya, dan juga di saat guru itu menggunakan, kayak ada icebreakingnya gitu Belia jawab Kenapa tadi gak Kan tadi udah ibu jelaskan Nah itu sedikit kesal karena Dari setelah dia mengajar pun Dia bilang ada yang ingin bertanya silahkan Terus disaat kita ulang bertanya Guru tersebut malah Balik bilang Kan tadi sudah ibu jelaskan Jadi itu sedikit menyebarkan Itu agak-agak manggut-manggut Marah gitu

Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?

Ya, bagi guru yang dengan cara mengajar yang lebih santai dan tidak marah-marah terus Nah, itu saya rasa lebih berani untuk bertanya

Dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris?

Kalau yang meningkatkan itu bagi guru yang ramah, yang mengurangi, ada guru-guru yang meng-understreaming siswanya, yang memandang rendah siswanya. Dan ada juga guru yang Kadang guru yang cuman fokus ke Satu siswa Guru tuh cuman pengen ngajar yang pintar-pintar aja Jadi yang enggak itu Tidak terlalu

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

mendapat perhatian Seharusnya yang Yang kurang Itu tuh Seharusnya tuh harus lebih dapat Perhatian lebih daripada Guru dibandingkan yang Pintar gitu

Kalau dari cara ngomongnya gimana Kalau yang dari cara ngomong Yang mengurangi minat Kalau yang dari meningkatkan tadi itu kan yang ramah Cara ngomongnya Kalau yang mengurangi minat itu cara ngomong gimana

Ya yang cuman Apa tadi pasif Bagi guru-guru yang pasif Atau ngomongnya marah-marah Atau cuma diam Ya marah-marah sih Oke marah-marah

Terima kasih

Student 9

Assalamualaikum Wr Wb

Pertanyaan nomor 1 Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris pada saat mengajar?

Menurut saya sepribadi, guru yang saya lihat pas mengajar itu Cara berbicaranya itu lambat-lambat Karena ada kata-kata yang harus guru tersebut pahami Jadi makanya lambat-lambat supaya muridnya mengerti

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K E R I N C I

Kalau intonasinya?

Intonasinya bercampur Kadang tidak menentu naik turun itu tidak menentu Yang penting ngomong saja Bersantai

Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar?

Kalau menurut saya pribadi sih Itu sangat mempengaruhi Ketika Ketika guru menggunakan Gaya komunikasi itu Kalau cepat Saya gak ngerti Cuma kalau lambat Saya pahami Saya simak apa yang dia bilang Kalau keras Kalau intonasi Kadang keras Kadang lembek gitu Jadi kalau keras Kan murid juga merasa terkejut Tertekan gitu

Berarti kamu lebih suka yang Santai rendah

Saya lebih suka santai rendah Karena sebagai siswa tentunya saya dapat Memahami apa yang diucapkan oleh murid tersebut

Oke Berikan contoh saat guru bahasa Inggris Anda Menggunakan gaya komunikasi yang membuat Anda Merasa lebih terlibat Terlibat tuh komunikasi duara Atau Gimana caranya siswa itu Bisa terlibat

Jadi pas komunikasi itu Guru itu memberikan space Space untuk siswanya Untuk bertanya gitu Misalkan guru ngomongin satu topik Nanti dikasih feedbacknya Misalkan tentang full school Jadi guru itu berkomunikasi dengan memberikan Ruang lebih kepada siapa untuk Ngomongin hal tersebut Komunikasi dua arah

Bagaimana perbedaan gaya Komunikasi guru bahasa Inggris Anda Dibandingkan dengan guru yang lain yang pernah Anda temui

Saya meyakini Bahwa sebenarnya guru itu memiliki Karakteristik yang berbeda-beda Tentu dalam hal yang Berkomunikasi pun juga berbeda Jadi kalau menurut saya pribadi Apa namanya itu Perbedaannya Sangat menonjol Yang satunya Yang satunya keras Satunya Lambat-lambat

Apa pengaruh gaya komunikasi guru bahasa Inggris Terhadap motivasi Anda untuk belajar bahasa Inggris Itu mempengaruhi Tidak

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Ya kalau Dikatakan mempengaruhi Itu sangat mempengaruhi Karena semangat siswa itu Tergantung pada gurunya pada saat komunikasi Kalau gurunya Misalnya cuma berkomunikasi Pada satu siswa aja Di dalam kelas, yang lain gimana Tentu saja mengantuk Gitu

menurut saya Apakah ada momen tertentu Dimana Anda merasa lebih Termotivasi belajar Karena cara guru bahasa Inggris Berbicara
Ada momen tertentu

Kalau dikatakan Momen sih Itu gak ada mungkin ya Karena Komunikasi guru itu Mungkin guru itu kan juga memiliki Ada Tujuan-tujuan Jadi gak terlalu Sama saja Ya sama saja

Bagaimana cara guru bahasa Inggris Memberikan umpan balik Dan bagaimana hal itu mempengaruhi semangat Anda dalam belajar

Kalau cara guru Mempengaruhi itu Memberi umpan balik Feedbacknya gitu ya maksud saya Jadi pas 15 menit Atau 30 menit sebelum pembelajaran dimulai Guru itu Memotivasi dulu Memotivasi membuka ruang bagi siswa Untuk semangat tadi Seperti itu apa namanya Misalnya gurunya menjelaskan Materi Terus siswa yang bertanya tuh Nah gurunya memberikan empan balik tuh

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Apakah intonasinya marah Atau santai saja Dengan senyum atau gimana

K E R I N C I

Oh kalau itu kan udah Ada dalam kelas tuh kan ada satu siswa Yang gak ngerti tuh kayak gimana tuh Kayak cemberut Cemberut Udah ceritanya 3 kali, 4 kali, 5 kali Itu intonasinya agak naik Jadi membuat sesuatu Merasa tertekan

Apakah Anda merasa lebih berani bertanya Atau berpartisipasi di kelas Karena cara guru bahasa Inggris Berkomunikasi Kalau Dari cara berkomunikasi Saya

lebih tertarik untuk mengikuti kelas tersebut Karena itu saya itu Orangnya itu Lebih memahami kata-kata yang diucapkan Ketika intonasi Yang lembut di awal

Dalam pandangan Anda Bagaimana gaya komunikasi guru bahasa Inggris Dapat meningkatkan atau mengurangi Minat Anda terhadap bahasa Inggris Yang meningkatkan tuh Dari cara guru bicara tuh Seperti apa yang menurunkan Minat kita tuh Seperti apa yang tidak kamu sukai

Kalau secara pribadi tuh Ketika saya semangat Belajar bahasa Inggris Itu ketika guru itu memberikan motivasi kepada anak muridnya itu. Yang membuat menurut saya belajar itu lebih ke bahas pengalaman-pengalaman gitu. Pengalaman-pengalaman hidup beliau kayak gini-gini. Jadi kalau kita bahas pengalaman kan kita kan juga ada pengalaman. Ngapain kita harus cerita sama orang gitu.

Terus yang tidak kamu sukai?

Yang saya tidak suka itu cara apa namanya tadi? Keras. Keras tadi. Agresif. Agresif gitu. Masa murid gak ngerti? Iya, gak ngerti marah-marah gitu. Kan aneh gitu. Or sabar jadi buruk gitu.

Terima kasih.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix IV

ANALYSIS DATA

Data Reduction

Studen 1 pu, F, XII, HA

No	Question (Researcher)	Answer (Participant)
1	Assalamualaikum warahmatullahi wabarakatuh	Waalaikumsalam warahmatullahi wabarakatuh
2	Question number one, how would you describe the English teacher's communication style when teaching? Pertanyaan nomor satu, Bagaimana Anda menggambarkan gaya komunikasi guru bahasa Inggris saat mengajar? Why? How does the teacher talk? Kenapa?Gimana cara gurunya ngomong?	Makes you sleepy, Sir Bikin ngantuk Pak Too focused on the book, and the explanation is like, the purpose of the lesson isn't explained, Sir. Like, it's just written on the whiteboard, for example, tenses, right, Sir? Tenses, for example, only the form is written, but it's not explained when it's used. Like that, Sir Terlalu terpaku sama buku, terus ngejelasinnya Kayak gak dijelasin tujuan dari pembelajaran itu apa gitu Pak Kayak cuma tulis aja di papan tulis, ini contohnya tensis gitu kan Pak Tensis misalnya cuma di tulis rumahnya aja tapi gak dijelasin ini di gunakanya itu kapan Kayak gitu Pak

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	Okay, so it's just focused on the whiteboard and stuff like that Oke Berarti cuma fokus papan tulis dan semacamnya,	
3	Secondly, how do you feel when the English teacher uses a certain communication style in teaching? Yang kedua, apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar? What if the style used, in your opinion, is how? Bagaimana kalau gaya yang digunakan tuh menurut kamu gimana?	Yeah, it's boring. I don't understand, Sir. I really don't understand, Sir. The explanation is incomprehensible, Sir", Iya bosan, Gak paham Pak Gak paham saya tuh Pak, ngejelasinnya tuh gak ngerti gitu Pak
4	Okay, number 3, give an example of when your English teacher used a communication style that made you more involved, like two-way communication Oke nomor 3 berikan contoh saat guru bahasa inggris anda menggunakan gaya komunikasi yang membuat anda lebih terlibat, seperti komunikasi dua arah	There is, Sir, but only a few people, like those who understand, who have studied at tutoring centers, Sir, they're the only ones who get communication. For the rest, if we're asked, we students don't know, if we're asked if we understand or not, we just say we understand so it's over quickly Ada sih, palingan cuma beberapa orang aja yang kalau yang ngerti, yang memang udah belajar di tempat les gitu ya paling cuma komunikasi sama mereka, kalau yang lain tuh paling kalau ditanya ya kita mah, kalau kita siswa ditanya kan kita nggak tahu kalau kita ditanya mengerti apa nggak, jawab aja ngerti gitu biar cepet selesai

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	that communication style is like that, meaning the teacher uses two-way communication (but only with certain students) nah itu gaya komunikasi terlibat yang kayak gitu berarti ibu itu komunikasi dua arah (tapi ke beberapa siswa tertentu saja)	
5	Number 4, how does your English teacher's communication style differ from other teachers you've met, nomor 4 bagaimana perbedaan gaya komunikasi guru bahasa inggris anda dibandingkan dengan guru lain yang pernah anda temui the way they talk, if the way they talk? cara ngomong nya kalau cara ngomongnya? I mean more to their character, like if the teacher is strict, etc.	The difference is, the first one was focused on the whiteboard, and just the book, but the other one uses modules, there are modules, Sir there's a book, what's it called, there are other books, other modules, Sir bedanya kalau yang pertama tadi tuh ya terpokus sama papan tulis, terus sama buku aja tapi kalau yang satu lagi tuh pakai modul ada modul gitu pak, ada buku, apa tuh, ada buku lain gitu modul-modul lain gitu interaction, even with us who don't understand, we're still asked to come forward, still asked questions, even if we can't answer, it will be explained again, Sir interaksi walaupun sama kita yang nggak ngerti pun tetep di suruh maju tetep ditanya, tetep walaupun nggak bisa jawab nanti bakal dijelasin lagi gitu pak,

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	maksud saya lebih ke karakternya ada ibuknyang keras dll..	The first one was even gentle, like soft, not too pushy, so it's like, are they concerned or not, Sir. The other one is really fun, it's fun to learn English with them, so we students don't get bored yang pertama tuh malah lemah lembut gitu kayak halus gitu nggak yang terlalu menekan gitu makanya Antara peduli atau enggak gitu Pak, kalau yang satu lagi nih memang orangnya asik asik gitu kalau diajak belajar bahasa Inggris, jadi kan kita siswanya enggak bosan gitu.
6	Next, number 5, what is the influence of the English teacher's communication style on your learning motivation? Does the way they talk affect your learning motivation?, Selanjutnya nomor 5 apa pengaruh gaya komunikasi guru dalam bahasa Inggris terhadap motivasi belajar anda? Apakah cara ngomong itu mempengaruhi motivasi belajar anda?	It does, Sir, uh, it makes it more fun and uh, it makes it uh, more descriptive, describing uh, how it's used in real life and stuff", "Uh, talking with students doesn't have to be too formal, more fun, relaxed Mempengaruhi pak uh kayak lebih dibikin lebih asik terus uh dibikin uh lebih ke digambarin digambarkan ini uh pemakaian di kehidupan nyatanya kayak gimana terus juga. Uh ngobrol dengan siswanya enggak usah yang terlalu formal, lebih ke asik aja gitu, santai
7	Is there a specific moment where you felt more motivated to learn? Because of the way the English teacher communicates?	the second teacher who talks more casually makes me more interested in learning English. Like joking around yang guru ke 2 tadi yang ngobrolnya lebih

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	Ada apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar? Karena cara guru bahasa Inggris berkomunikasi?	asik jadinya lebih tertarik buat belajar bahasa Inggris. Kayak bercanda bercanda gitu.
8	Question number 7, how does the English teacher provide feedback and how does that affect your enthusiasm for learning? How does the teacher talk, like if we don't understand, and then we're asked back by the teacher, does the teacher answer while getting angry or what?", How do they talk?, what don't you like?, Pertanyaan no7 Bagaimana cara guru bahasa Inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat anda belajar, Cara ngomongnya ibu tuh misalnya kita kayak enggak ngerti nih, terus ditanya balik itu sama gurunya, ibuknya jawab sambil marah marah atau gimana? How do they talk? Cara ngomongnya? what don't you like? nggak sukanya gimana? "more passive or strict", "If they're strict, the teacher gets angry while	If the first teacher, for example, if we ask, like we don't understand the meaning of this tense, the explanation is like, oh, it's like this, subject plus this plus this, like that, Sir. Like it's not explained in more depth, Sir. Kalau yang guru 1 tadi itu kalau misalnya kita tanya nih kita enggak ngerti nih maksud tensis ini keapa gitu dijelasinnya ya kayak oh ini ini ya subjek tambah ini plus ini kayak gitu kayak enggak dijelasin lebih mendalam lagi gitu pak.Kayak cuma sebatas ya fokus ke buku. relaxed, Sir. Not angry, focused on explaining from the book santai sih.. Ga marah marah It's like it's just focused on the book yang fokus ke buku ngejelasinya

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	explaining, more silent? lebih ke pasif atau keras gitu, Kalo keras tu ibuknya marah marah ngejelasinnya, lebih ke banyak diam?	yes iya
9	Number 8, do you feel more confident to ask questions or participate in class because of the way the English teacher communicates? No 8 apakah anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?	the first one, no, Sir, the teacher talks more. The students are silent, whether they understand or not, it doesn't matter, Sir. Because they're strict too.", The second one has more participation, Sir, kalo yang pertama nggak si pak, malah gurunya lebih banyak ngomong.. Siswa nya malah diam entah mau ngerti atau nggak ya bodo amat kek gitu la pak.. Karena keras juga.. Kalo yang kedua lebih ada partisipasinya gitu
10	Lastly, in your opinion, how can the English teacher's communication style increase or decrease your interest in learning English? terakhir, dalam pandangan anda bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan ataupun mengurangi minat anda dalam belajar bahasa Inggris? like what can increase our motivation in learning from the teacher's way of talking, what makes us less enthusiastic about learning from the way they talk?	what, Sir? apa pak? it's just that, Sir. It doesn't have to be too formal, because this is English, English is a foreign language, right, so if it's brought too formally, too focused on the book, the

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	kayak apasih yang bisa meningkatkan dari cara ngomong guru itu yang meningkatkan motivasi kita dalam belajar, apasih yang bikin kita lesu belajar dari cara ngomongnya?	students get more bored, so they understand less, it's better to joke around often, Sir lebih itu aja si.. Nggak usah yang terlalu formal, karena inikan bahasa Inggris, bahasa inggriskan bahasa asing kan, jadi di bawak lebih formal lagi lebih terpaku ke buku lagi, siswanya jadi lebih bosan, jadi makin nggak ngerti, bagusnya di ajak sering becanda kayak gitu lo pak.
	what don't you like? nggak sukanya gimana?	focused on explaining from the book, yang fokus ke buku ngejelasinya.
	more passive or strict", "If they're strict, the teacher gets angry while explaining, more silent? lebih ke pasif atau keras gitu, Kalo keras tu ibuknya marah marah ngejelasinnya, lebih ke banyak diam?	yes iya

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Students 2 Pr, M, XII, Mid

No	Question (Researcher)	Answer (Participant)
1	Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumsalam warahmatullahi wabarakatuh.
2	Question number one: How would	Uh, my teacher is firm, sometimes even a

	you describe your English teacher's communication style or way of speaking while teaching? Pertanyaan nomor satu: Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar? Okay. In terms of their way of speaking, loud? Oke. Kalau dari cara ngomongnya, keras?	bit intimidating, gets angry, that kind of thing. So, I get scared, Eh, guru saya itu tegas, terkadang juga cenderung menyeramkan, marah nih, gitulah. Jadi, takut saya. Yeah, loud. So, uh, I feel pressured when studying. Iya, keras. Jadi, eh merasa tertekan jadinya pas belajar itu.
3	Okay. Number two: How do you feel when your English teacher uses a certain communication style while teaching, like getting angry? Oke. Nomor dua: Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar, kayak yang marah?	Uh, pressured of course, because learning, especially learning a language, should be, you know, having fun. For me, it should be having fun and other things, but if the teacher is quick-tempered, sometimes I'm even afraid to ask questions. Eh, tertekan tentunya, karena belajar itu, apalagi belajar bahasa, kan harus ya, *having fun*. Kalau bagi saya itu, harus ada *having fun* dan lain sebagainya, cuman kalau gurunya pemarah itu, malah kadang juga takut nanya jadinya.
4	Okay. Number three: Can you give an example of when your English teacher used a communication style that made you feel more engaged? For example, like two-way communication or something? Oke. Nomor tiga: Berikan contoh saat guru bahasa Inggris Anda	Uh, yeah. Uh, besides being quick-tempered, my teacher sometimes also creates games in class. So, we learn English through those games in class, which makes all the students, my friends too, involved, and we practice English directly, and I think that's good. Even though they are quick-tempered.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat. Contohnya, seperti komunikasi dua arah atau gimana nih?	Eh, ya. Eh, memang di samping beliau yang pemarah, guru saya itu, eh terkadang beliau juga bikin *games* di kelas itu. Jadi, kami belajar itu, menggunakan bahasa Inggris itu dengan *games* di kelas tadi, sehingga eh semua siswa itu, kawan-kawan juga terlibat, eh kami mempraktekkan bahasa Inggris itu secara langsung, dan itu saya rasa bagus. Walaupun beliau pemarah, ya.
5	Okay. How does your English teacher's communication style differ from other teachers you've met? Oke. Bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru yang lain yang pernah Anda temui? Okay. So, some are firm, some are	Uh, yeah. Regarding the comparison, each teacher has their own characteristic speaking style. Their own teaching style. Some are firm, quick-tempered, some are gentle, and so on. Indeed, some of the previous teachers I've met were friendly, always smiling, coming in all cheerful and so on. Then, there are also teachers who are firm, similar to the current teacher. Yeah, that's it.", Eh, ya. Mengenai perbandingan, memang setiap guru itu punya-nya karakter gaya bicaranya masing-masing. Gaya ngajarnya masing-masing. Ada yang tegas, pemarah, ada yang lembut dan lain sebagainya. Memang eh guru-guru sebelumnya yang saya temui itu, itu ada beberapa ya. Ada yang ramah, *full* senyum, masuk-masuk udah haha hihi dan lain sebagainya. Kemudian eh guru-guru yang yang juga tegas, sama dengan guru kayak sekarang. Ya, gitu.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	friendly. Oke. Jadi, ada yang tegas, ada yang ramah.	"Heh, that's right." Heeh, benar.
6	Okay. What is the influence of your English teacher's communication style on your motivation to learn English? Oke. Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris?	Yeah, for me it's very influential, especially when the teacher demonstrates or shows off their English skills. I'm very motivated when I see that, because for me, someone who can speak English is cool. If the second teacher is good, friendly, and relaxed, I want to study. Iya, eh bagi saya itu sangat berpengaruh, karena apalagi ketika guru itu mempraktekkan eh atau *show up*, memperlihatkan bagaimana kemampuan bahasa Inggris beliau. Itu eh saya sangat termotivasi ketika melihat itu, karena bagi saya orang yang bisa ber-bahasa Inggris itu, itu keren gitu. kalo guru yang kedua itu bagus ramah santai saya jadi mau belajar.
7	Okay, Are there any specific moments when you felt more motivated to study because of how the English teacher communicates? Any specific moments? | "More calm, more comfortable?", Oke. Nomor : Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar ba- belajar karena cara guru bahasa Inggris berkomunikasi. Ada momen tertentu, nggak?	Uh, specific moments, yes, there are. Especially during moments when my teacher is in a good mood, I feel very motivated, because their teaching is different from usual. Eh, momen tertentu, iya ada. Apalagi eh momen-momen di saat guru saya itu *mood*-nya sedang bagus itu, saya sangat eh lebih termotivasi lah, karena beliau ngajarnya itu berbeda dari eh biasanya.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	More calm, more comfortable? Lebih tenang, lebih nyaman?	Yeah, more calm, more comfortable, more relaxed, more willing to accept feedback, you know. Oh, feedback. Iya, lebih tenang, lebih nyaman, lebih kalem, lebih apa, eh menerima feedback lah, gitu. Oh, sih feedback.
8	Then number seven. How does the English teacher provide feedback, and how does that affect your enthusiasm for learning? Terus nomor tujuh. Bagaimana cara guru bahasa Inggris memberikan umpan balik, dan bagaimana hal itu memengaruhi semangat Anda dalam belajar? What about the intonation of their voice, high or low? Kalau intonasi suaranya tinggi atau rendah? Oh, I see Oh, gitu.	Yeah, like I said before, my teacher is firm, uh, in fact I feel like they're angry, because of their firmness. Uh, but when I ask about something I don't understand, they give good feedback. They explain what I don't understand, they give examples so I understand better and can practice it directly. Iya, eh seperti yang saya bilang tadi, guru saya itu tegas ya, eh malah cenderung saya merasa beliau itu marah, gitu, karena tegasnya itu. Eh, tapi ketika saya menanyakan sesuatu yang tidak saya pahami, beliau memberikan *feedback* yang bagus. Beliau eh menjelaskan eh apa yang saya belum paham itu, beliau jelaskan kembali, beliau beri contoh agar saya lebih paham dan mengerti sehingga bisa langsung dipraktekkan itu. Their voice intonation tends to be high." Intonasi suara beliau cenderung intonasinya tinggi. Bang.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

9	Okay, okay. Do you feel more courageous to ask questions or participate in class because of how the English teacher communicates Oke, oke. Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi? You're quite tough Anda orang yang cukup keras.	Yeah, for me personally, if the teacher is quick-tempered, firm, with a high speaking intonation, I feel challenged to resist, it's different from my second teacher, I'm just relaxed and ask questions. Iya, kalau saya sendiri, kalau guru itu tuh eh pemarah, tegas gitu kan, intonasi berbicara tinggi, saya merasa tertantang untuk eh melawan, gitu beda dengan guru kedua saya biasa aja, santai saja saya bertanya. Yeah, a little. Iya, sedikit.
10	Okay. It's okay. Lastly: In your opinion, how can the English teacher's communication style increase or decrease your interest in English? Oke. Enggak apa-apa. Terakhir: Dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris?	Yeah, the communication style used by the teacher, to increase students' motivation when learning is by giving appropriate feedback. I mean, when students ask questions, the teacher will explain in detail, and provide understanding to their students with an appropriate communication style. What I mean is friendly, smiling, and so on. If it decreases interest, it's the opposite of what I just said. The opposite, yeah Iya, eh gaya komunikasi yang digunakan oleh guru, kalau untuk meningkatkan motivasi siswa ketika belajar itu, ya memberikan *feedback* yang sesuai. Maksudnya, ketika siswa bertanya, maka guru itu akan menjelaskan secara rinci, ya memberikan pemahaman lah kepada siswa-siswanya dengan cara gaya komunikasi

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

No	Question (researcher)	Answer (participant)
		yang sesuai. Maksud saya itu eh ramah, senyum dan lain sebagainya. Kalau yang mengurangi minat, ya kebalikan dari yang tadi gitu. Sebaliknya ya. Iya,
	Increase what first? Meningkatkan apa dulu?	Heh, getting angry, because if the teacher gets angry, it even makes students sometimes not want to come in, because some of my classmates don't want to come to English class because the teacher is quick-tempered.
	Getting angry? Marah marah?	Heeh, marah-marah, karena kalau gurunya marah-marah itu, malah membuat siswanya kadang tidak mau masuk, karena ada beberapa teman sekelas saya itu, eh tidak mau masuk kelas bahasa Inggris, karena gurunya pemarah.
	Oh, I see. Okay, thank you. Oh, gitu. Oke, terima kasih.	

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Student 3 Za, M, XII, LA

1	Assalamualaikum warahmatullahi wabarakatuh,	Waalaikum salam warahmatullahi wabarokatuh
2	Question number one, how would you describe your English teacher's communication style or way of speaking while teaching? pertanyaani nomor satu, Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?	When I was learning English, the teacher explained in a relaxed way, but I didn't understand the material they presented Waktu saya belajar bahasa Inggris, gurunya menjelaskan dengan santai, Tapi saya tidak memahami materinya yang disampaikan.
3	Question number two, how do you feel when your English teacher uses a particular communication style in teaching? Pertanyaan nomor dua, apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar?	Yes, I feel lazy in class and end up sleeping. Ya saya merasa malas dalam belajar dan tidur di dalam kelas.
4	Number three, give an example of when your English teacher's communication style made you feel more involved. Please elaborate. Nomor tiga , Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi membuat Anda merasa lebih terlibat. Ceritakan berlanjut.	When the teacher used two-way communication, but what I felt was that it cornered the students. So, I ended up feeling lazy too. Ketika guru menggunakan komunikasi timbal balik, Tapi yang saya rasakan malah menyududkan siswanya. Ya jadinya saya merasa malas juga akhirnya.
5	Number four, how does your English teacher's communication style differ	So far, what I've encountered is the same, it makes me lazy to study and I sleep in

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	from other teachers you've encountered. Nomor empat, bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru yang lain yang pernah Anda temui? Passive. Pasif.	class. Because the teacher explains, just explains, but doesn't pay attention to the students. Sejauh ini yang saya temui, ya sama aja membuat saya malas belajar dan tidur dalam kelas. Soalnya gurunya menjelaskan, cuma menjelaskan tapi tidak memratikan siswanya.
6	What is the influence of the English teacher's communication style on your motivation to learn English? Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris? Doesn't pay attention to students, huh? Tidak memperhatikan siswa ya? What about the second teacher? Kalo guru kedua?	I didn't want to learn English at that time because the teacher was boring when explaining the material. Saya tidak mau belajar bahasa Inggris waktu itu karena gurunya membosankan waktu menjelaskan materi. yeah iya. same Sama.
7	How does the English teacher provide feedback and how does this affect your enthusiasm in learning? Bagaimana cara guru bahasa inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat Anda dalam belajar?	When the teacher pays attention to me when I don't understand the material and doesn't corner me. Saat guru memperhatikan saya ketika tidak mengerti materinya dan tidak menyudutkan saya.
8	Are there any specific moments when you felt more motivated to learn	That is, when I am paid attention to. The teacher only pays attention to the smart

	because of the way the English teacher communicated? Apakah ada moment tertentu di mana anda merasa lebih termotivasi untuk belajar karena cara guru bahasa inggris berkomunikasi?	ones, plays favorites, and that makes me lazy to learn. Yaitu pada saat saya di perhatikan, gurunya hanya memperhatikan yang pintar saja, pilih kasih, itu membuat saya malas belajar.
9	Do you feel more courageous to ask questions or participate in class because of the way the English teacher communicates? Why? Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa inggris berkomunikasi mengapa?	I don't want to ask anything about the material. Because the teacher is boring when teaching English. Saya tidak mau menanyakan sesuatu tentang materi. Dekernakan guru membosankan waktu mengajar bahasa inggris.
10	In your opinion, how can the English teacher's communication style increase or decrease your interest in English Dalam pandangan Anda bagaimana gaya komunikasi guru bahasa inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa inggris? Okey,thank you Oke, terima kasih.	My opinion is that English is improved when the teacher uses two-way communication and doesn't corner students when they don't understand the material Pandangan saya ketika meningkatkan bahasa Inggris itu saat guru menggunakan timbal balik dan tidak menyudutkan siswa waktu tidak mengerti materi. Ya seperti itu.

Student 4 Ar, F, XI, HA

no	Question (Researcher)	Answer (Participant)

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

1	Question number one, how would you describe the English teacher's communication style while teaching? | Pertanyaan nomor satu, bagaimana Anda menggambarkan gaya komunikasi guru Bahasa Inggris saat mengajar? Strict? Keras?	Learning is fun, sometimes when we enter the class it's not directly to the lesson, but sometimes at the beginning before entering the material we are invited to play games or sometimes share stories with each other before entering the material, and during the lesson the discussion is firm, clear and sometimes there is also translation from English to Indonesian like that. Dalam belajar itu seru terkadang pada saat masuk pun bukan langsung pada materi pelajaran tapi kadang pada awalan sebelum masuk materi kadang diajak permainan dulu atau kadang saling curhat satu sama lain sebelum masuk materi dan pada saat pelajaran pun pembahasannya tegas, jelas dan terkadang ada juga translate dari Bahasa Inggris ke Bahasa Indonesia seperti itu. Strict too, but not too strict, there's a relaxed side too. Keras juga, cuma tidak terlalu keras, ada santai nya juga
2	Question number two, how do you feel when the English teacher communicates like that? Pertanyaan nomor dua, apa yang Anda rasakan ketika guru Bahasa Inggris menggunakan berkomunikasi seperti itu?	What I feel as a student is happy, and sometimes I also feel that the lessons given are quickly understood. Yang rasakan tentunya sebagai siswa, yang merasakan senang, terus kadang juga merasa pelajaran yang diberikan pun juga cepat dipahami gitu .

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

3	Question number three, give an example of your English teacher using communication that makes you feel more involved, like two-way communication. What's it like with that teacher? Pertanyaan nomor tiga, berikan contoh guru Bahasa Inggris Anda menggunakan komunikasi yang membuat Anda merasa lebih terlibat seperti komunikasi dua arah. ibu itu gimana?	For example, like, for example, 'open your head', like for example telling the male students to take off their hats first, then there is two-way communication like praying, so it's immediately carried out. The Class President immediately leads the prayer followed by, whatever, to open the book there is also two-way communication like being told to open page how many, 'sir/madam' that's the answer. Contohnya kayak, contohnya kayak open your head, kayak misal suruh sebelum pelajar buka topinya dulu untuk yang laki-laki terus ada pembicara duara seperti berdoa, jadi langsung diLaksanakan Ketua Kelas langsung membacaan doa dilanjutkan dengan, apalah gitu, untuk membuka buku juga ada pembicaraan dua arahnya kayak disuruh buka halaman berapa, shirmam gitu-gitu jawabannya.
4	Number four, how is the difference in the way the two teachers speak? What about this teacher? Nomor empat, Bagaimana perbedaan cara-bicara kedua guru tersebut? Kalau ibu yang ini.	The difference is clearly different, each teacher has a different way of teaching and intonation in teaching, but the similarity between these two teachers is that they both like to share their daily lives. So sometimes what's different from us, what's different from the teacher, sometimes we like to share stories with each other. We listen to the stories of this

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		teacher's daily life and we also share our lives with this teacher. That is, we both like to share, but the difference is in the intonation in teaching Perbedaannya jelas berbeda ya setiap guru punya cara mengajar dan intonasi dalam mengajar berbeda-beda, Namun persaamaannya dari kedua guru ini yaitu sama-sama suka calin menceritakan kehidupan sehari-harinya. Jadi kami kadang apa yang berbeda dari kami apa yang berbeda dari ibu kadang kami suka saling curhat satu sama lain gitu. Kami dengarkan cerita kehidupan sehari-hari dari ibu ini dan kami juga menceritakan kehidupan kami bersama ibu ini. Yaitu sama-sama saling curhat tapi perbedaannya justru di intonasi dalam mengajar gitu. kami bersama ibu ini. Yaitu sama-sama saling curhat tapi perbedaannya justru di intonasi dalam mengajar gitu.
5	Then question number five. Does the English teacher's communication style influence your learning motivation? Does it increase our motivation to learn, because the teacher is like this? Terus pertanyaan nomor lima. Apakah pengaruh gaya komunikasi guru Bahasa Inggris terhadap motivasi belajar Anda? Apakah itu mempengaruhi motivasi belajar? Kemawan kita untuk belajar itu	The influence on motivation is clear, that's what I said earlier, before learning we share stories, automatically the motivation to learn English increases. Our interest in learning English increases. Especially with the teacher who is fun in teaching, and sometimes English is not only focused on the lesson, but sometimes also uses cellphones like quizzes. Our motivation to learn also

	meningkat, karena Ibu kenapa gini-gini?	increases in English lessons. Pengaruh motivasi jelas ada, itu yang dikatakan tadi sebelum belajar kaising curhat otomatis motivasi untuk belajar bahasa Inggris. Minat kita dalam belajar bahasa Inggris tuh semakin meningkat. Apalagi bersama ibu yang istilahnya seru dalam mengajar terus uh Terkadang bahasa Inggris ini bukan hanya terfokus pada pelajaran saja, namun terkadang juga pernah menggunakan hp gitu kan kayak quiz quiz.Motivasi kami untuk belajar juga semakin tingkat dalam pelajaran bahasa Inggris.
6	Are there any particular moments where you feel more motivated to learn because of the way the English teacher communicates? Is there a moment that you like more when the teacher is... What's their name again? There's a moment that you guys like when the teacher is teaching? from grade 10 is really reminded. Teaching in detail ApakahAda momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi? Ada momen yang lebih pada saat ibu itu lagi lagi. Apa namanya lagi curhat tuh lebih lagi ada yang lebih lagi nomor satu lagi, Pas ibunya apa namanya? Ada momen tertentu yang kalian sukai pas ibu mengajar?	Uh, in the environment, uh, a story from everyday life. Sometimes in uh, something we like, and also in the way they teach, maybe everyone is different. But in my opinion, I like uh, the way the English teacher teaches. Especially when it's explained in detail, uh, in detail, what we forget or what we don't know is really explained, like uh, what we forgot from grade 10 is really reminded. Teaching in detail Uh dalam lingkungannya tuh uh sesuatu cerita dari kehidupan keseharian itu. Kadang dalam uh suatu hal yang kami sukai terus kalau dalam mengajar cara mereka mengajar pun juga mungkin setiap orang beda beda. Tapi menurut saya sendiri saya suka uh cara mengajar,

		Uh ibu bahasa Inggris tersebut gitu ya? Apalagi dijelaskan memang secara risih uh rinci gitu mana yang kami lupa atau yang memang kami belum ketahui itu memang dijelaskan betul betul dijelaskan oleh kayak uh memang yang memang lupa uh dari kelas 10 itu memang diingatkan betul gitu. Mengajari secara rinci
7	Question number 7, how does the English teacher give feedback to students when teaching? Pertanyaan no 7, bagaimana cara guru bahasa Inggris memberikan umpan balik kepada siswa saat mengajar?	The way the teacher speaks, the intonation is quite high. But not angry. Just firm. Dari cara ibuk itu ngomong tu intonasiny lumayan naik.. Tapi tidak marah.. Cuma tegas saja.
8	Are you more courageous to ask questions or participate in class because of the teacher's communication style like that? Apakah anda lebih berani bertanya ataupun berpartisipasi di kelas karena cara guru berkomunikasi seperti itu?	The way of communicating, it make me comfortable and easy to understand. However, if the teacher has an angry intonation, so automatically i have to be more carefull. Dengan cara komunikasi seperti itu membuat saya nyaman dan mudah di pahami.. Cuman kalo guru sudah ada intonasi marah saya juga merasa kayak tau bahwa guru ini benar benar marah, otomatis saya harus lebih hati hati. But in KBM it is exciting and fun. Tapi dalam KBM seru dan menyenangkan.
9	In your opinion, what increases or	What increases it is like using social

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	decreases your learning interest as students? What kind of speaking style do you like or dislike?" | "What increases it is like using social media, or quiz applications.", "What I like is gentle, relaxed, easy to understand.", "What I dislike is the intonation in learning like the teacher likes to get angry Menurut kamu apasih yang meningkatkan ataupun mengurangi minat belajar kalian sebagai siswa? Kalo cara ngomongnya yg disukai ataupun yang tidak di sukai yang seperti apa?	media, or quiz applications, what I like is gentle, relaxed, easy to understand, what I dislike is the intonation in learning like the teacher likes to get angry Yang meningkatkan yaitu seperti menggunakan sosial media, atau aplikasi quis Yang sukai itu lembut santai mudah di pahami Kalo kurang di sukai itu intonasi dalam belajar seperti gurunya suka marah

Student 5 Li2, F, XI, Mid

No	Question (Researcher)	Answer (Particicpant)
1	Assalamualaikum warahmatullahi wabarakatuh.	Waalaikumussalam warahmatullahi wabarakatuh.
2	uestion number one: how would you describe your English teacher's communication style or way of speaking while teaching? | Pertanyaan nomor satu: bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru	Okay, in my opinion, my teacher is quite different, because it's not focused on the English material. Maybe the teacher gives other material, so it's difficult for us to understand, because she doesn't start with the basic English material." "She is relaxed, friendly, and fun. It's just that it's a bit off-

	bahasa Inggris Anda saat mengajar? Oh, if it's about the way she speaks, is he relaxed or what? Oh, kalau dari cara ngomongnya, ibuk itu santai atau gimana?	topic from the material. Oke, menurut saya guru saya itu cukup agak lain ya, karena tidak masuk di materi bahasa Inggris. Mungkin ibuk tersebut memberikan materi yang lain, sehingga kami susah untuk dipahami, karena ibuk tidak memulai dengan materi awalnya bahasa Inggris gitu, ibuk itu santai, ramah, asyik. Cuman agak tidak masuk di materinya aja.
3	Okay. How do you feel when your English teacher uses a certain communication style in teaching? Does it have an influence? Oke. Apa yang Anda rasakan ketika guru bahasa Inggris Anda menggunakan gaya komunikasi tertentu dalam mengajar? Itu mempengaruhi tidak?	In my opinion, it's very influential, because we as students definitely observe how the teacher communicates with us. Automatically, the communication creates comfort or discomfort for us later, but so far the English teachers have been fun. Menurut saya sangat mempengaruhi, karena kami sebagai siswa pastinya melihat bagaimana ibuk tersebut, guru atau guru tersebut, berkomunikasi dengan kami. Otomatis komunikasi itu memberikan kenyamanan atau tidaknya dengan kami nantinya, tapi sejauh ini guru guru bahasa inggris asik asik aja.
4	Okay. Give an example of when your English teacher used a communication style that made you feel more involved. Tell me more. Oke. Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat. Ceritakan	She often uses our names when giving examples. Like, 'Try to do this, this, this. Well, later I'll teach you like Basically, she often involves us, maybe just to give examples Ibuk itu sering membawa, memberi contoh itu dengan menggunakan nama kami. Kayak, "Coba kalian gini-gini-gini, gini.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	lebih lanjut. But involved? Tapi dilibatkan?	Nah, nanti ibuk ajarin kayak..." Intinya, ibuk tersebut sering melibatkan kami, karena mungkin memberikan contoh aja gitu. yes Ya.
5	How is your English teacher's communication style different compared to other teachers you have met? Bagaimana perbedaan gaya komunikasi guru bahasa inggris anda dibandingkan dengan guru lain yang pernah anda temui ?	They are equally friendly and kind, the only difference is in delivering the material. One teacher's explanation of the material is unclear, the other is clear and to the point. Sama sama ramah dan baik, perbedaanya Cuma pada saat memberikan materi, guru satunya penjelasan materi ga jelas, satunya jelas tepat sasaran.
6	Okay. What is the influence of the English teacher's communication style on your motivation to learn English? | "If it's about the way he speaks, how is it? Does it affect motivation? Oke. Apa yang, apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris? Kalau dari cara ngomongnya gimana? Itu mempengaruhi motivasi tidak?	Uh, in high school, my English teachers have little influence, because from the initial question, she doesn't really direct it to English. E, di SMA, guru-guru bahasa Inggris saya sedikit tidak berpengaruh, karena dari pertanyaan yang awal, ibuk itu tidak terlalu mengarahkan ke bahasa Inggris. Lebih kayak random aja pembahasannya gitu. A little bit Sedikit.
7	kay. Are there any specific moments where you felt more motivated to learn because of how the English	Yes, a little motivated, because the teachers often share their grievances about the hardships of being a teacher and make

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	teacher communicated? Oke. Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi?	comparisons like, 'You guys are lucky to go to school near here, this and that. Iya, sedikit termotivasi, karena ibuk-ibuk itu sering menceritakan keluh-kesah mereka pada saat susah payahnya beliau menjadi seorang guru dan membanding-bandingkan kayak, "Kalian enak sekolah di dekat gini-gini gitu."
8	Okay. How does the English teacher provide feedback and how does it affect your enthusiasm in learning? Oke. Bagaimana cara guru bahasa Inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat Anda dalam belajar? The feedback is like, if we don't understand, and we ask the teacher, sometimes she gets angry, sometimes she's relaxed sometimes she's friendly umpan balik seperti Ibu itu, kalau misalnya kita enggak ngerti, ya terus kita nanya ke Ibunya, Ibunya kadang ada yang marah, ada yang santai, ada yang ramah gitu.	Does feedback have an influence? Yes. Uh Mempengaruhi umpan balik? Iya. E, Oh, no. It's very, very open. When we ask questions, they are happy. Because maybe when there are questions from students, the teacher feels like, 'Oh, my students understand what I'm talking about. Oh, tidak. itu sangat-sangat open. Kalau waktu kita bertanya balik, malah senang. Karena mungkin merasa kalau ada pertanyaan dari siswa itu merasa ibuk itu kayak, "Oh, berarti siswa saya paham dan apa yang saya bicarakan."
9	do you feel more confident? Do you feel more confident asking questions	Ah, very, very confident in asking questions. Both are friendly and not... There

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	or participating in class because of how the English teacher communicates? Apakah Anda merasa lebih berani? bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi? What if they get angry? Kalau marah gimana? Don't dare to ask or what? Enggak berani bertanya atau gimana?	are some teachers who get angry when asked and don't respond. a, sangat-sangat pede bertanya, Keduanya ramah dan tidak... Kan ada sebagian guru yang kalau ditanya malah marah dan tidak merespon. No, if they get angry, well, that's it. Enggak, kalau marah, ya sudahlah Pak. No, I wouldn't dare to ask Enggak, enggak bakal berani bertanya sih.
10	Lastly, in your opinion, how can the English teacher's communication style increase or decrease your interest in English? Terakhir, dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris? If it's about the way they speak? Kalau dari cara ngomongnya?	My teacher makes my interest in being able to speak English decrease," "because she doesn't teach the material or speak English well and correctly. Sorry in advance, it's like because she often goes off-track, doesn't discuss English too much, so it's a bit random. So I'm not motivated, why English? That teacher is like this, this, this. Kalau guru saya membuat minat saya untuk bisa berbahasa Inggris itu menurun, karena beliau tidak mengajarkan materi atau berbahasa Inggris dengan baik dan benar. Maaf sebelumnya, kayak karena ibuk itu sering kayak tidak lurus, tidak membahas terlalu bahasa Inggris, jadi agak random. Jadi tidak termotivasi ah, ngapain bahasa Inggris? Ibuk itu gini-gini-gini gitu. It can lumayan bisa.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	Can it increase interest in English? Bisa bisa meningkatkan minat dalam bahasa Inggris? What do you thing about lowering it? Kalau yang menurunkan apa kira-kira? What kind of style do you like? Directly full English or what?" Anda suka yang kayak gimana? Langsung full bahasa Inggris atau gimana? Okey. Thank you Oke. Terima kasih.	yes Ya. When she likes to mix, or differentiate pronunciation maybe? Mix? Uh, so, in that situation Menurunkan, waktu waktu ibuk... Cara ngomongnya ya? Waktu ibuk tuh suka ngemix, atau pembedaan penyebutan mungkin? Mix? E, berarti di, di situ It depends on the context. Like, sometimes we are learning English. Why should we suddenly use our local language? Like, if it's English, focus on English. Oh, so if you don't understand, it's okay? Well, it's called learning. Tergantung konsepnya. Kalau terkadang ibuk itu, kita sedang belajar bahasa Inggris. Masa ya harus langsung pakai bahasa daerah kita gitu? Kayak kalau bahasa Inggris fokus ke bahasa Inggris. Oh, berarti kalau enggak ngerti, enggak apa-apa? Ya, namanya juga belajar. You are welcome. Sama-sama.

Student 6 Ga, XI, La

No	Question (Researcher)	Answer (Participant)
1	Assalamu'alaikum warahmatullahi	Waalaikumsalam warahmatullahi

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	wabarakatuh	wabarakatuh
2	Question number one, how would you describe your English teacher's communication style or way of speaking while teaching? Pertanyaan nomor satu, bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar? Is it relaxed or how? Itu santai atau gimana?	By ensuring that the explanations given by the teacher at school are not too complicated and are appropriate to the students' understanding. It can be relaxed, it can be serious, it depends on the situation, Sir. Dengan cara memastikan bahwa penjelasan yang diberikan guru di sekolah tidak terlalu rumit dan sesuai dengan pemahaman siswa. It can be relaxed, it can be serious, it depends on the situation, Sir. Bisa santai, bisa serius tergantung situasinya pak.
3	Question number two, how do you feel when your English teacher uses a particular communication style in teaching Pertanyaan nomor dua, apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar? So, is it friendly? Berarti ramah?	It's normal, I guess. What's important is that all the lessons taught are conveyed well and the teaching atmosphere is positive, friendly, safe, and peaceful, Sir. Biasa saja sih kalau menurut saya, yang penting semua pelajaran yang diajarkan tersampaikan dengan baik dan suasana mengajarnya positif, ramah, aman dan damai Pak. Yes. Ya
4	Question number three, give an	Most teachers in senior high school use

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	example of when your English teacher used a communication style that made you feel involved. Pertanyaan nomor tiga, berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa terlibat. Like face-to-face, is it two-way communication? Seperti face-to-face, apakah komunikasi komunikasi dua arah?	an assertive communication style, Sir. For example, here, I'll give an example, usually we are asked about our personal opinions on the material being taught. From that, we feel more involved in the teaching and learning process, Sir. kebanyakan guru di SMA menggunakan gaya komunikasi asertif, Pak. Sebagai contoh, di sini saya memberi contoh, biasanya kita ditanya tentang pendapatan. pribadi tentang materi yang diajarkan, Nah dari situ kita jadi lebih merasa terlibat dalam proses belajar mengajarnya Pak.
5	Question number four, how does your English teacher's communication style differ from other teachers you've met? Pertanyaan nomor 4, bagaimana perbedaan gaya komunikasi guru Bahasa Inggris Anda dibandingkan guru yang lain yang pernah temui?	In my opinion, there isn't too much difference, Sir. Because most teachers have to be friendly with students and the communication style used is still a participative communication style, Sir. Well, all teachers usually, Sir, ask our opinions about the material being taught. It's always like that, Sir. Menurut saya tidak terlalu banyak perbedaan, Pak. Karena kebanyakan guru harus bersikap ramah dengan siswa dan gaya komunikasi yang dipakai pun masih tetap gaya komunikasi partisipatif, Pak. Nah, semua guru biasanya, Pak, menanyakan pendapat kita tentang materi yang diajarkan. Selalu begitu, Pak.
6	Question number five. Does your English teacher's communication style	It's very influential because I'm motivated to be able to speak in public, to be able to

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	influence your motivation to learn? Does it have an influence or not? Pertanyaan nomor 5. Apakah pengaruh gaya komunikasi guru Bahasa Inggris terhadap motivasi anda untuk belajar? Apakah itu pengaruh atau tidak?	improve my communication skills, Sir. Because the way my English teacher speaks, the speaking style is very, very good, very, very pleasant to listen to, Sir. Sangat berpengaruh soalnya saya termotivasi untuk bisa berbicara di depan umum untuk bisa memperbaiki skill komunikasi saya, Pak. Soalnya guru bahasa Inggris Cara bicaranya gaya bicaranya sangat sangat.Baik sangat sangat enak didengar begitu pak.
7	Are there any specific moments where you felt more motivated to learn because of your English teacher's way of speaking? Apakah ada momen tertentu di mana Anda merasa terlebih termotivasi untuk belajar karena cara berbicaraGuru bahasa Inggris?	Yes, when my English teachers told stories about achieving their goals of becoming civil servants, Sir. That's where I was very motivated by their words. Their words were simple, Sir, but that's precisely what made me very motivated. Their words were like this: 'If you want to fly, then prepare your wings,' Sir. Ada ketika guru-guru bahasa Inggris saya bercerita Pada saat menggapai cita citanya menjadi pegawai negeri sipil pak. Nah di situ saya sangat termotivasi dengan kata, kata beliau.Kata katanya simpel pak tapi Itu justru itu membuat saya sangat termotivasi, kata katanya seperti ini. Jika kamu ingin terbang, maka persiapkanlah sayapmu begitu pak.
8	next, how does the English teacher provide feedback? How can that	It's by giving discussions during the 15 minutes before the lesson ends. In that

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	influence students' enthusiasm for learning? Selanjutnya bagaimana cara guru?Bahasa Inggris memberikan umpan balik.Bagaimana itu bisa Uh mempengaruhi semangat anak untuk belajar? What about the communication style when giving feedback Kalau gaya komunikasinya gimana pasumpahan balik.	discussion, Sir, usually the English teacher gives grades to the students who are more active That's how it is, Sir. Yaitu dengan cara memberikan diskusi pada saat 15 menit sebelum uh pelajaran habis.Nah di dalam diskusi itu pak Biasanya guru bahasa Inggris memberikan nilai untuk para siswa yang lebih aktif. Begitu pak. The communication style is the same as the communication style when they teach, Sir. Which is by using that assertive communication, Sir Gaya komunikasinya sama seperti gaya komunikasi pada saat beliau mengajar pak.Yaitu dengan cara menggunakan komunikasi asertif tadi pak.
9	Do you feel more courageous to ask questions or participate in class because of the way the English teacher communicates? Apakah anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi? Which communication style?" "The friendly one? Yang gaya komunikasi yg gimana? Yang ramah tadi?	Of course, Sir, of course I participate a lot in class because of the way the English teachers communicate, Sir Tentu saja pak, tentu saja saya jadi sangat berpartisipasi di kelas di karenakan cara berkomunikasi guru-guru bahasa Inggris pak. Yes, the friendly and assertive one, Sir. Iya yang ramah tadi pak, yang ramah dan asertif
10	Lastly, in your opinion, how can the	In my opinion, a friendly teacher can

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	English teacher's communication style increase or decrease your interest in English? Terakhir, dalam pandangan anda bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat anda terhadap bahasa Inggris?	create a comfortable atmosphere for students, Sir, so they are more motivated and enthusiastic in learning. Conversely, I don't like seeing unfriendly teachers, Sir. Unfriendly teachers can change the atmosphere so that I feel less comfortable learning with them, Sir. Dalam pandangan saya, guru yang ramah dapat mencipatakan suasana yang nyaman bagi siswa pak, sehingga mereka lebih termotivasi dan antusias dalam belajar begitupun sebaliknya saya tidak suka melihat guru yang tidak ramah pak, guru yang tidak ramah itu dapat mengubah suasan sehingga saya kurang nyaman kalo belajar dengan guru yang tidak ramah pak.

Student 7 Li, F, X, Ha

No	Question (Researcher)	Answer (Participant)
1	Assalamualaikum warahmatullahi wabarakatuh.	Waalaiakumsalam warahmatullahi wabarakatuh.
2	uestion number one: How would you describe your English teacher's communication style or way of speaking while teaching? Pertanyaan nomor satu: Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar?	My English teacher in high school, eh, they were very communicative, so there was two-way communication there. Also, their intonation was, eh, quite friendly. So, that's what made the classroom atmosphere more interactive. Guru bahasa Inggris saya di SMA, eh, beliau sangat komunikatif, sehingga terjadi eh, komunikasi dua arah di sana. Kemudian juga, intonasi intonasinya juga, eh, dibilang cukup ramah. Sehingga, itu yang membuat

INSTITUT AGAMA ISLAM NEGERI
KERINCI

		suasana di kelas menjadi lebih interaktif.
3	Okay, question number two. How do you feel when your English teacher uses a certain communication style in learning? Oke, pertanyaan nomor dua. Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam belajar? Does it have an effect, if the teacher is perhaps not friendly like that, does it have an effect? Ada pengaruhnya tidak, kalau gurunya mungkin tidak ramah kayak gitu, ada ada pengaruh ndak? Including you? Termasuk kamu?	What I feel is, of course, ehm, happy. Because before I didn't like English, but when I studied with that teacher, and eh, with their communication style, eh, slowly I started to like English. Yang saya rasakan tentunya, ehm, menyenangkan ya. Karena sebelumnya saya tidak suka bahasa Inggris, tapi ketika belajar dengan guru tersebut, dan eh, dengan gaya, gaya komunikasi beliau, eh, perlahan-lahan saya mulai menyukai bahasa Inggris. Of course, it does, because the communication style or how the teacher's intonation eh, influences the students' mood. So, that determines eh, how much of an influence that has. Tentunya ada ya, karena gaya komunikasi atau bagaimana intonasi eh, guru mengajar itu memengaruhi mood siswanya. Jadi, itu yang menentukan eh, p- seb- seberapa pengaruh hal tersebut. Yes, that's very true. Ya, benar sekali.
4	Give an example of when your English teacher used a communication style that made you feel more involved.	for example, when eh, at the beginning of the lesson, the teacher didn't immediately explain, oh what our material is today. No, but they, eh, what is it? Like, asked, eh,

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	Berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat.	there was interaction with the students. Greeting. Greeting, and then also asking how they were. Eh, only then, eh, explaining what material we would learn today. Then also at the end of class, eh, the teacher also gave quizzes, eh, eh, that made eh, the students understand what lesson was learned today. Contohnya ketika saat eh, saat awal pelajaran, guru tersebut tidak langsung menjelaskan, oh kita materi apa hari ini. Tidak, tapi mereka, eh, apa ya? Kayak, menanyakan, eh, ada interaksi dengan siswanya. Menyapa. Menyapa, kemudian juga menanyakan kabarnya seperti apa. Eh, baru, eh, menjelaskan materi apa yang kita pelajari hari ini. Kemudian juga di akhir kelas, eh, guru tersebut juga memberikan kuis-kuis, eh, eh, yang membuat eh, mah-siswanya mengerti pelajaran apa yang dipelajari hari ini.
5	How does your English teacher's communication style differ from other teachers you have met? Oke. Bagaimana perbedaan gaya komunikasi guru bahasa Inggris Anda dibandingkan dengan guru yang lain yang pernah Anda temui?	Of course, they are different, some are friendlier to their students, some when teaching, ehm, even explain other things that are not relevant to the lesson context. And then also some don't like to be asked questions, yeah, like that. Tentunya berbeda-beda ya, ada yang lebih ramah terhadap siswanya, ada yang ketika mengajar, ehm, malah menjelaskan yang lain tidak sesuai konteks pelajaran. Kemudian juga ada yang tidak suka

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		ditanya-tanya ya, seperti itulah.
6	What is the influence of the English teacher's communication style on your motivation to learn English? Apa pengaruh gaya komunikasi guru bahasa Inggris terhadap motivasi Anda untuk belajar bahasa Inggris?	Eh, speaking of eh, motivation, it might be different, Bang (Brother). But so far eh, communication style plays a big role in students' motivation. Because how the Eh, bicara terhadap eh, motivasi ya, itu mungkin beda-beda ya, Bang. Tapi sejauh ini eh, gaya komunikasi itu sangat berperan terhadap motivasi siswa. Karena bagaimana gu- guru tersebut, eh, ber- ber- berkomunikasi, itu memengaruhi mood sis- mood siswa kita tersebut.
7	Are there any specific moments when you felt more motivated to learn because of the way the English teacher communicated? Apakah ada momen tertentu di mana Anda merasa lebih termotivasi untuk belajar karena cara guru bahasa Inggris berkomunikasi? moments when the teachers were talking? Mom- momennya pas guru-guru itu ngomong? Okay, when explaining. Oke, saat menjelaskan.	I was particularly motivated when I heard the teachers speak because it was very influential. So, eh, I wa- I was motivated like, oh, I want to be like this teacher someday. Eh, saya khususnya termotivasi saat mendengar guru-guru tersebut berbicara karena sangat influence. Sehingga, eh, saya sa- saya termotivasi kalau oh, saya ingin seperti Ibu ini suatu saat nanti. Yes, when explaining in class. Ya, saat menjelaskan di- di kelas.
8	how does the English teacher provide	Teacher answered the questions posed by

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	feedback and how does that affect your enthusiasm in learning? Eh, bagaimana cara guru bahasa Inggris memberikan umpan balik dan bagaimana hal itu memengaruhi semangat Anda dalam belajar?	the students. And also, ehm, yes every questi- every question was answered by the teacher. Eh, even when there were no questions, then, the te- teacher would ask questions so that the class remained eh, felt interactive. And that greatly influences how students, eh, learn. Enthusiasm. Oke. Eh, guru tersebut menjawab pertanyaan apa yang dilontarkan oleh siswanya. Kemudian juga, ehm, ya setiap pertan- setiap pertanyaan dijawab oleh guru tersebut. Eh, bahkan ketika tidak ada pertanyaan, maka, gu- guru tersebut yang akan memberikan pertanyaan agar kelas tetap eh, terasa interaktif. Dan itu sangat memengaruhi bagaimana siswa, eh, belajar. Semangat.
	What about from the intonation? Kalau dari intonasinya gimana?	Intonation greatly influences the students' enthusiasm. Because, if the intonation doesn't match what the students expect, like the intonation is very high, it will affect how the stu- students view the te- teacher, oh it seems like this teacher is angry, it seems like the teacher is sulking. It's like, it will create its own limitations, you know, Bang (Brother). If, ehm, the intonation, intonasi sangat memengaruhi ya, semangat siswanya. Karena, kalau intonasinya tidak sesuai dengan apa yang siswa harapkan, seperti intonasinya sangat tinggi, itu akan memengaruhi bagaimana si- siswa tersebut

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	Maksud saya yang ini. Eh, for example, does the teacher give feedback angrily or what?" "Was your teacher angry or not? Maksud saya yang ini. Eh, misalnya gurunya ngasih umpan balik itu marah atau gimana? Was your teacher angry or not? Kalau guru kamu yang itu marah atau enggak?	memandang gu- gurunya, oh kayaknya guru ini lagi marah nih, kayaknya gurunya lagi ngambek nih. Itu ya kayak, itu akan memberikan batasan-batasan tersendiri gitu lho, Bang. Kalau, ehm, intonasinya, If the teacher gives in- eh, what? Feedback angrily, it will cause what is it? The students' enthusiasm drops. Because, well, in the future students will be more afraid to ask, because they already know oh, later the teacher will be angry if asked Jika guru memberikan in- eh, apa? Umpan balik kayak marah, itu tuh, eh, akan menimbulkan apa ya? Semangat-semangat mahasiswa itu turun. Karena Nah, ke depannya siswa akan lebih takut bertanya, karena sudah tahu oh, nanti gurunya kalau ditanya marah. No, of course not. No. Enggak dong. Enggak.
9	Do you feel more confident to ask questions or participate in class because of the way the English teacher communicates? Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi?	Of course, yes. Because the teacher I met was very eh, taught about respect. So, that's what made the students more eh, confident to ask, even though our English skills were not yet adequate. Tentunya iya ya. Karena guru yang saya pernah temui itu sangat eh, mengajarkan tentang menghargai. Jadi, itu yang membuat siswanya lebih eh, pede bertanya, meskipun kemampuan bahasa Inggris kami

	Was the teacher friendly? Oke. Guru gurunya ramah?	belum memadai. Very friendly. Ramah banget.
10	In your opinion, how can the English teacher's communication style increase or decrease your interest in English? Dalam pandangan Anda bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris? so it's more about intonation. Oke, berarti lebih ke intonasi. Thank you Terima kasih.	what increases it might be from the intonation first, Bang (Brother). If the intonation is pleasant to hear, eh, it will unconsciously affect the students' level of confidence. Then if, like what you mentioned before, when gi- giving feedback, eh, the teacher is angry or the intonation is not appropriate, it eh, will also unconsciously affect eh, what? The low interest of students. Yang meningkatkan itu yang kayak gimana yang? Oke, yang meningkatkan itu mungkin dari intonasinya dulu ya, Bang. Kalau intonasinya enak didengar, eh, itu tuh secara enggak sadar akan memengaruhi tingkat keberanian siswanya. Kemudian kalau ya seperti yang sudah Abang sebutkan sebelumnya, ketika me- memberikan umpan balik, eh, gurunya marah-marah atau intonasinya tidak sesuai, itu eh, secara enggak sadar juga akan memengaruhi eh, apa? Rendahnya minat siswa. yes Iya. You are welcome

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		Ya, sama-sama.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Student 8 So, F, X, Mid

No	Question (Researcher)	Answer (Participant)
1	Assalamu'alaikum warahmatullahi wabarakatuh	Waalaikumsalam warahmatullahi wabarakatuh
2	Question number one, how would you describe your English teacher's communication style or way of speaking when teaching? Pertanyaan nomor satu, bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris Anda saat mengajar? what's it called? If you think 'pleasant' means the teacher is relaxed, angry, or quiet? Or is the teacher relaxed? Oke Terus kalau apa namanya Menyenangkan menurut kamu tuh Ibu tuh santai Marah atau pendiam Atau Ibu tuh santai?	My English teacher's communication style when teaching English can be described as pleasant Gaya guru bahasa Inggris saya dalam berkomunikasi saat mengajar bahasa Inggris itu bisa dibilang menyenangkan. Able to lighten the mood Bisa mencairkan Suasana
3	Number two, how do you feel when your English teacher uses a particular communication style while teaching? I mean, like, when the teacher uses a relaxed and friendly communication style? Nomor dua apa yang anda rasakan ketika Guru bahasa inggris Anda Menggunakan gaya komunikasi	What I feel is, I feel more comfortable and more interested in learning and participating in the learning process at that time. But the other style, it's like, annoying because they like to get angry. Yang saya rasakan Saya merasa Lebih lebih nyaman dan lebih tertarik untuk belajar dan mengikuti proses belajar pada saat itu, tapi kalo yang satunya lagi kayak kesal karena

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	tertentu Dalam mengajar Maksudnya Kalau Pas Gurunya menggunakan Gaya komunikasi yang santai Dan ramah?	suka marah.
4	Number three, give an example of when your English teacher used a communication style that made you feel more involved, for example, a two-way communication style. Nomor tiga berikan contoh saat guru bahasa Inggris Anda menggunakan gaya komunikasi yang membuat Anda merasa lebih terlibat contohnya seperti gaya komunikasi dua arah	My teacher asks questions so that we as students feel more included and don't feel bored during teaching compared to teachers who only focus on giving material and don't ask questions or anything. Guru saya memberi pertanyaan Sehingga kami sebagai siswa itu Merasa lebih Diikut sertakan dan Tidak merasa bosan Saat mengajar dibandingkan dengan guru Yang hanya Fokus Pada memberikan materi saja Tidak memberikan pertanyaan atau sebagainya.
5	How is your English teacher's communication style different from other teachers you've met? Oke Bagaimana perbedaan Gaya komunikasi guru bahasa Inggris Anda Dibandingkan dengan guru yang lain Yang pernah Anda temui	my English teacher, when they teach, they really focus on using English and there's feedback, unlike other teachers. Sometimes other teachers are just like, passively reading a book. One focuses on the students, one is passive. Kalau Guru bahasa Inggris saya Itu dia lebih Di saat mengajar Dia itu Benar-benar fokus menggunakan bahasa Inggris Dan Ada feedbacknya tadi Dibandingkan guru-guru lain Kadang guru-guru lain itu Dia cuman kayak Membaca buku gitu Pasif Satunya fokus ke siswa Satu pasif
6	What is the influence of the English	Yes, it's very influential. Like, teachers

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	teacher's communication style on your motivation to learn English? Does communication style have an influence? Apa pengaruh gaya komunikasi guru Bahasa Inggris terhadap motivasi Anda Untuk belajar Bahasa Inggris Ada pengaruh gak kira-kira Gaya komunikasi	who use more English when teaching make me more interested in learning English and motivate me to be able to speak like they do. Ya Sangat berpengaruh Seperti apa Guru-guru yang lebih Menggunakan bahasa Inggris Saat mengajar itu lebih Membuat saya Tertarik untuk belajar bahasa Inggris Dan membuat saya lebih Saya juga termotivasi Untuk bisa berbicara seperti Yang beliau lakukan.
7	Are there any particular moments when you felt more motivated to learn because of the way the English teacher motivates? Are there any specific moments? Like, when the teacher uses English, it makes you interested, anything else? Oke Apakah ada momen tertentu dimana Anda merasa lebih termotivasi belajar karena cara bahasa Inggris memotivasi? Ada momen khusus nggak? Seperti gurunya menggunakan bahasa Inggris itu membuat Anda tertarik, ada yang lain nggak?	Yes, and also when the teacher uses, like, there's an icebreaker. They said, 'Why didn't you answer? I already explained it.' That's a bit annoying because even after teaching, they say, 'If anyone wants to ask, please do.' Then when we ask again, the teacher says, 'I already explained it.' So that's a bit annoying. It's like they're nodding and angry. Iya, dan juga di saat guru itu menggunakan, kayak ada icebreakingnya gitu Belia jawab Kenapa tadi gak Kan tadi udah ibu jelaskan Nah itu sedikit kesal karena Dari setelah dia mengajar pun Dia bilang ada yang ingin bertanya silahkan Terus disaat kita ulang bertanya Guru tersebut malah Balik bilang Kan tadi sudah ibu jelaskan Jadi itu sedikit menyebalkan Itu agak-agak manggut-manggut Marah gitu.
8	How does the English teacher give feedback and how does that affect	The teacher is friendly when giving feedback, and that makes learning feel

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	your enthusiasm in learning? Bagaimana guru bahasa inggris memberikan umpan balik dan bagaimana hal itu mempengaruhi semangat anda dalam belajar?	more enjoyable. Ibuk itu ramah saat memberikan umpan balik, dan itu membuat belajar serasa lebih menyenangkan.
9	Do you feel more courageous to ask questions or participate in class because of the way the English teacher communicates? What about the opposite? Apakah Anda merasa lebih berani bertanya atau berpartisipasi di kelas karena cara guru bahasa Inggris berkomunikasi? Kalau sebaliknya?	Yes, for teachers who teach in a more relaxed way and don't get angry all the time. Well, I feel more courageous to ask questions. If they're not, definitely not courageous. Ya, bagi guru yang dengan cara mengajar yang lebih santai dan tidak marah-marah terus Nah, itu saya rasa lebih berani untuk bertanya, tidak berani pasti.
10	In your opinion, how can the English teacher's communication style increase or decrease your interest in English? Dalam pandangan Anda, bagaimana gaya komunikasi guru bahasa Inggris dapat meningkatkan atau mengurangi minat Anda terhadap bahasa Inggris?	If the ones who increase it are for friendly teachers, the ones who reduce it are teachers who underestimate their students, who look down on their students. And there are also teachers who Sometimes teachers only focus on one student Teachers only want to teach the smart ones So those who are not that don't get much attention It should be those who are lacking That should get more attention from teachers compared to those who are smart Kalau yang meningkatkan itu bagi guru yang ramah, yang mengurangi, ada guru-guru yang meng-understreaming siswanya, yang memandang rendah siswanya. Dan ada juga guru yang Kadang guru yang

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		cuman fokus ke Satu siswa Guru tuh cuman pengen ngajar yang pintar-pintar aja Jadi yang enggak itu Tidak terlalu mendapat perhatian Seharusnya yang Yang kurang Itu tuh Seharusnya tuh harus lebih dapat Perhatian lebih daripada Guru dibandingkan yang Pintar gitu
	f it's from the way they speak, how? If it's from the way of speaking that decreases interest? If it's from the way that increases, like the friendly way of speaking. If the way of speaking decreases interest, how? Kalau dari cara ngomongnya gimana Kalau yang dari cara ngomong Yang mengurangi minat Kalau yang dari meningkatkan tadi itu kan yang ramah Cara ngomongnya Kalau yang mengurangi minat itu cara ngomong gimana ? Thank you Terima kasih	Yes, the ones who are just What was passive For passive teachers Or they talk angrily Or they just keep quiet Yes, they get angry Okay, they get angry Ya yang cuman Apa tadi pasif Bagi guru-guru yang pasif Atau ngomongnya marah-marah Atau cuma diam Ya marah-marah sih Oke marah-marah

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Student 9 Ai, M, X, La

No	Question (Researcher)	Answer (Participant)
1	Assalamualaikum warahmatullahi wabarakatuh	Waalaikumsalam warahmatullahi wabarakatuh

2	How would you describe the communication style or way of speaking of the English teacher during class? Pertanyaan nomor 1 Bagaimana Anda menggambarkan gaya komunikasi atau cara berbicara guru bahasa Inggris pada saat mengajar?	Personally, the way the teacher I observed spoke when teaching was slow, because there were words that the teacher had to understand, so that's why it was slow, so the students could understand Menurut saya sepribadi, guru yang saya lihat pas mengajar itu Cara berbicaranya itu lambat-lambat Karena ada kata-kata yang harus guru tersebut pahami Jadi makanya lambat-lambat supaya muridnya mengerti
	What about the intonation? Kalau intonasinya?	The intonation was mixed. Sometimes it was inconsistent, going up and down unpredictably. The important thing was just to speak and be relaxed Intonasinya bercampur Kadang tidak menentu naik turun itu tidak menentu Yang penting ngomong saja Bersantai
3	What do you feel when the English teacher uses a certain communication style in teaching? Apa yang Anda rasakan ketika guru bahasa Inggris menggunakan gaya komunikasi tertentu dalam mengajar?	Personally, it's very influential. When the teacher uses a fast communication style, I don't understand. But if it's slow, I understand and pay attention to what they're saying. If it's harsh, if the intonation is sometimes harsh and sometimes soft, if it's harsh, the students also feel surprised and pressured Kalau menurut saya pribadi sih Itu sangat mempengaruhi Ketika Ketika guru menggunakan Gaya komunikasi itu Kalau cepat Saya gak ngerti Cuma kalau lambat Saya pahami Saya simak apa yang dia

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	So you prefer the relaxed and low-key style Berarti kamu lebih suka yang Santai rendah	bilang Kalau keras Kalau intonasi Kadang keras Kadang lembek gitu Jadi kalau keras Kan murid juga merasa terkejut Tertekan gitu I prefer the relaxed and low-key style because as a student, of course, I can understand what the students are saying Saya lebih suka santai rendah Karena sebagai siswa tentunya saya dapat Memahami apa yang diucapkan oleh murid tersebut
4	Give an example of when your English teacher used a communication style that made you feel more involved. Involved in two-way communication? Or how can students be involved? Oke Berikan contoh saat guru bahasa Inggris Anda Menggunakan gaya komunikasi yang membuat Anda Merasa lebih terlibat Terlibat tuh komunikasi dua arah Atau Gimana caranya siswa itu Bisa terlibat?	So during communication, the teacher gives space for the students to ask questions. For example, if the teacher is talking about a topic, they give feedback. For example, about full school. So the teacher communicates by giving more room for someone to talk about it. Two-way communication Jadi pas komunikasi itu Guru itu memberikan space Space untuk siswanya Untuk bertanya gitu Misalkan guru ngomongin satu topik Nanti dikasih feedbacknya Misalkan tentang full school Jadi guru itu berkomunikasi dengan memberikan Ruang lebih kepada siapa untuk Ngomongin hal tersebut Komunikasi dua arah
5	How is your English teacher's communication style different	I believe that actually teachers have different characteristics. Of course, in terms

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	compared to other teachers you've met? Bagaimana perbedaan gaya Komunikasi guru bahasa Inggris Anda Dibandingkan dengan guru yang lain yang pernah Anda temui	of communication, it's also different. So in my personal opinion, the differences are very striking. One is this way, one is harsh, one is slow. Saya meyakini Bahwa sebenarnya guru itu memiliki Karakteristik yang berbeda-beda Tentu dalam hal yang Berkomunikasi pun juga berbeda Jadi kalau menurut saya pribadi Apa namanya itu Perbedaannya Sangat menonjol Yang satunya Yang satunya keras Satunya Lambat-lambat.
6	What is the influence of the English teacher's communication style on your motivation to learn English? Does it have an influence? Apa pengaruh gaya komunikasi guru bahasa Inggris Terhadap motivasi Anda untuk belajar bahasa Inggris Itu mempengaruhi Tidak	Yes, if it's said to have an influence, it's very influential. Because the students' enthusiasm depends on the teacher during communication. If the teacher is angry, they become lazy to study. If the communication is good, it's comfortable and normal. Ya kalau Dikatakan mempengaruhi Itu sangat mempengaruhi Karena semangat siswa itu Tergantung pada gurunya pada saat komunikasi Kalau gurunya marah marah ya jadi malas belajar, kalo yg komunikasinya bagus ya nyaman, normal.
7	Are there specific moments when you feel more motivated to learn because of the way the English teacher speaks? Are there specific moments? Apakah ada momen tertentu Dimana Anda merasa lebih Termotivasi	If it's about specific moments, there aren't any, maybe. Because the teacher's communication, maybe the teacher also has certain goals, so it's not too much. It's the same, yes, it's the same Kalau dikatakan Momen sih Itu gak ada

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	belajar Karena cara guru bahasa Inggris Berbicara Ada momen tertentu	mungkin ya Karena Komunikasi guru itu Mungkin guru itu kan juga memiliki Ada Tujuan-tujuan Jadi gak terlalu Sama saja Ya sama saja
8	How does the English teacher provide feedback? And how does it affect your enthusiasm in learning? Bagaimana cara guru bahasa Inggris Memberikan umpan balik Dan bagaimana hal itu mempengaruhi semangat Anda dalam belajar? Is the intonation angry or relaxed with a smile, or what? Apakah intonasinya marah Atau santai saja Dengan senyum atau gimana?	The way the teacher influences is by giving feedback, that's what I mean. So 15 or 30 minutes before the lesson starts, the teacher motivates first, motivates, opens up space for the students to be enthusiastic. Like that, what's it called? For example, the teacher explains the material, then the students ask questions, then the teacher gives feedback. Kalau cara guru Mempengaruhi itu Memberi umpan balik Feedbacknya gitu ya maksud saya Jadi pas 15 menit Atau 30 menit sebelum pembelajaran dimulai Guru itu Memotivasi dulu Memotivasi membuka ruang bagi siswa Untuk semangat tadi Seperti itu apa namanya Misalnya gurunya menjelaskan Materi Terus siswa yang bertanya tuh Nah gurunya memberikan empan balik tuh. Oh, if that's already in the class, there's a student who doesn't understand. What's it like? They pout. They pout. It's been explained 3 times, 4 times, 5 times. The intonation goes up a bit, making someone feel pressured. Oh kalau itu kan udah Ada dalam kelas tuh

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

		kan ada satu siswa Yang gak ngerti tuh kayak gimana tuh Kayak cemberut Cemberut Udah ceritanya 3 kali, 4 kali, 5 kali Itu intonasinya agak naik Jadi membuat sesuatu Merasa tertekan.
9	Do you feel more courageous to ask questions or participate in class because of the way the English teacher communicates? Apakah Anda merasa lebih berani bertanya Atau berpartisipasi di kelas Karena cara guru bahasa Inggris Berkomunikasi?	From the way of communicating, I'm more interested in participating in the class because I understand the words spoken when the intonation is gentle at the beginning. If it's the other way, I don't understand and stay quiet. Kalau Dari cara berkomunikasi Saya lebih tertarik untuk mengikuti kelas tersebut Karena itu saya itu Orangnya itu Lebih memahami kata-kata yang diucapkan Ketika intonasi Yang lembut di awal, kalo yang satunya kurang ngerti diam aja.
10	In your opinion, how can the English teacher's communication style increase or decrease your interest in English? What kind of speaking style increases it? What kind of speaking style decreases your interest? What do you dislike? Dalam pandangan Anda Bagaimana gaya komunikasi guru bahasa Inggris Dapat meningkatkan atau mengurangi Minat Anda terhadap bahasa Inggris Yang meningkatkan tuh Dari cara guru bicara tuh Seperti apa yang menurunkan Minat kita tuh Seperti	Personally, I'm enthusiastic about learning English when the teacher motivates the students. What makes me think learning is more about discussing experiences. Their life experiences like this and that. So if we discuss experiences, we also have experiences. Why should we tell other people. Kalau secara pribadi tuh Ketika saya semangat Belajar bahasa Inggris Itu ketika guru itu memberikan motivasi kepada anak muridnya itu. Yang membuat menurut saya belajar itu lebih ke bahas pengalaman-pengalaman gitu. Pengalaman-pengalaman

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	apa yang tidak kamu sukai? And what do you dislike? Terus yang tidak kamu sukai? Thank you. Terima kasih.	hidup beliau kayak gini-gini. Jadi kalau kita bahas pengalaman kan kita kan juga ada pengalaman. Ngapain kita harus cerita sama orang gitu. What I don't like is the way, what was it called earlier? Harsh. Harsh earlier. Aggressive. Aggressive. How can the students not understand? Yes, if they don't understand, they get angry. It's weird. Or patience becomes bad. Yang saya tidak suka itu cara apa namanya tadi? Keras. Keras tadi. Agresif. Agresif gitu. Masa murid gak ngerti? Iya, gak ngerti marah-marah gitu. Kan aneh gitu. Or sabar jadi buruk gitu.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Data Display

Female

Communication Style				Impact	
SD No	Type of Teacher CS	Students Perception	Students communications Needed/Not needed	Influence	Participation
1	Teacher 1: Withdrawal Reason : Terpaku pada buku, Tidak peduli. Teacher 2: Equalitarian Reason : membina hubungan dengan baik.	Teacher 1: Membosankan dan tertekan. Teacher 2: asik	Needed : Equalitarian Reason: membina hubungan dengan baik seperti bercanda Not needed: Withdrawal Reason: Membosankan	Teacher 1: Tidak termotivasi Teacher 2: Termotivasi CS: Berpengaruh Feedback: tidak mendalam	Teacher 1: Tidak berpartisipasi Teacher 2: berpartisipasi
4	Teacher 2: Equalitarian Reason : Membina hubungan dengan baik Teacher 1: Equalitarian Reason : Membina hubungan	Teacher 2: Senang Teacher 1: Senang	Needed : Equalitarian Reason: Lembut,santai Not needed: Dynamic Reason: Suka marah	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Berpengaruh Feedback: Tegas	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi

INSTITUT AGAMA ISLAM NEGERI KERINCI

	dengan baik				
5	Teacher 2: Equalitarian Reason : Membina hubungan dengan baik Teacher 1: Equalitarian Reason : Membina hubungan dengan baik	Teacher 2: Asik Teacher 1: Asik	Needed : Structuring Reason: Fokus ke materi pelajaran Not needed: Equalitarian Reason: Materi tidak sesuai	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Sedikit Berpengaruh Feedback: Terbuka	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi
7	Teacher 2: Equalitarian Reason : Komunikasi 2 arah Teacher 1: Equalitarian Reason : Membina hubungan dengan baik	Teacher 2: Menyenangkan Teacher 1: Menyenangkan	Needed : Equalitarian Reason: Enak di dengar Not needed: Dynamic Reason: Mengurangi minat belajar	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Berpengaruh Feedback: Interaksi soal	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi
8	Teacher 2: Equalitarian Reason : Mencairkan	Teacher 2: Nyaman Teacher 1:	Needed : Equalitarian Reason: Ramah	Teacher 2: Termotivasi Teacher 1:	Teacher 2: Berpartisipasi Teacher 1:

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

	suasana Teacher 1: Withdrawal Reason : Pendiam	kesal	Not needed: Dynamic Reason: Marah-Marah	Termotivasi CS: Sangat berpengaruh Feedback: Ramah	Berpartisipasi

Male

Communication Style				Impact	
SD No	Type of Teacher CS	Students Perception	Students communications Needed/Not needed	Influence	Participation
2	Teacher 1: Dynamic Reason : Tegang cenderung menyeramkan Teacher 2: Equalitarian Reason : Ramah	Teacher 1: Tertekan Teacher 2: Nyaman	Needed : Equalitarian Reason: Meningkatkan Motivasi Not needed: Dynamic Reason: Malas masuk	Teacher 1: Termotivasi Teacher 2: Termotivasi CS: Sangat berpengaruh Feedback: Mendalam	Teacher 1: Berpartisipasi Teacher 2: Berpartisipasi
3	Teacher 1: Dynamic Reason : Tidak memperhatikan siswanya	Teacher 1: Malas Teacher 2: Malas	Needed : Equalitarian Reason: Tidak menyudutkan Not needed:	Teacher 1: Tidak termotivasi Teacher 2: Tidak	Teacher 1: Tidak berpartisipasi Teacher 2: Tidak

INSTITUT AGAMA ISLAM NEGERI KERINCI

	Teacher 2: Dynamic Reason : Tidak memperhatikan siswanya		Dynamic :Menyudutkan	termotivasi CS: Berpengaruh Feedback: Agresif	berpartisipasi
6	Teacher 2: Equalitarian Reason : Komunikasi 2 arah Teacher 1: Equalitarian Reason : komunikasi 2 arah	Teacher 2: Santai Teacher 1: Santai	Needed : Equalitarian Reason: Nyaman dan termotivasi Not needed: Dynamic Reason: Tidak nyaman	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Sangat Berpengaruh Feedback: interaksi soal	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi
9	Teacher 1: Equalitarian Reason : menjelaskan dengan pelan supaya siswa mengerti (peka) Teacher 2: Dynamic Reason : Keras	Teacher 1: Sesuai Teacher 2: Tertekan	Needed : Equalitarian Reason: intonasi yang rendah Not needed: Dynamic Reason: Aneh, siswa nggak ngerti kok marah	Teacher 2: Termotivasi Teacher 1: Tidak Termotivasi CS: Sangat mempengaruhi Feedback: Cemberut	Teacher 2: Berpartisipasi Teacher 1: Tidak Berpartisipasi

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

High achiever and motivation

Communication Style				Impact	
SD No	Type of Teacher CS	Students Perception	Students communications Needed/Not needed	Influence	Participation
1	Teacher 1: Withdrawal Reason : Terpaku pada buku, Tidak peduli. Teacher 2: Equalitarian Reason : membina hubungan dengan baik.	Teacher 1: Membosankan dan tertekan. Teacher 2: asik	Needed : Equalitarian Reason: membina hubungan dengan baik seperti bercanda Not needed: Withdrawal Reason: Membosankan	Teacher 1: Tidak termotivasi Teacher 2: Termotivasi CS: Berpengaruh Feedback: tidak mendalam	Teacher 1: Tidak berpartisipasi Teacher 2: berpartisipasi
4	Teacher 2: Equalitarian Reason : Membina hubungan dengan baik Teacher 1: Equalitarian Reason : Membina hubungan dengan baik	Teacher 2: Senang Teacher 1: Senang	Needed : Equalitarian Reason: Lembut,santai Not needed: Dynamic Reason: Suka marah	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Berpengaruh Feedback: Tegas	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi

INSTITUT AGAMA ISLAM NEGERI KERINCI

7	Teacher 2: Equalitarian Reason : Komunikasi 2 arah Teacher 1: Equalitarian Reason : Membina hubungan dengan baik	Teacher 2: Menyenangkan Teacher 1: Menyenangkan	Needed : Equalitarian Reason: Enak di dengar Not needed: Dynamic Reason: Mengurangi minat belajar	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Berpengaruh Feedback: Interaksi soal	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi

Mid achiever and motivation

Communication Style				Impact	
SD No	Type of Teacher CS	Students Perception	Students communications Needed/Not needed	Influence	Participation
2	Teacher 1: Dynamic Reason : Tegang cenderung menyeramkan Teacher 2: Equalitarian Reason : Ramah	Teacher 1: Tertekan Teacher 2: Nyaman	Needed : Equalitarian Reason: Meningkatkan Motivasi Not needed: Dynamic Reason: Malas masuk	Teacher 1: Termotivasi Teacher 2: Termotivasi CS: Sangat berpengaruh Feedback: Mendalam	Teacher 1: Berpartisipasi Teacher 2: Berpartisipasi

INSTITUT AGAMA ISLAM NEGERI KERINCI

5	Teacher 2: Equalitarian Reason : Membina hubungan dengan baik Teacher 1: Equalitarian Reason : Membina hubungan dengan baik	Teacher 2: Asik Teacher 1: Asik	Needed : Structuring Reason: Fokus ke materi pelajaran Not needed: Equalitarian Reason: Materi tidak sesuai	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Sedikit Berpengaruh Feedback: Terbuka	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi
8	Teacher 2: Equalitarian Reason : Mencairkan suasana Teacher 1: Withdrawal Reason : Pendiam	Teacher 2: Nyaman Teacher 1: kesal	Needed : Equalitarian Reason: Ramah Not needed: Dynamic Reason: Marah-Marah	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Sangat berpengaruh Feedback: Ramah	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Low achiever and motivation

Communication Style				Impact	
SD No	Type of Teacher CS	Students Perception	Students communications Needed/Not needed	Influence	Participation
3	Teacher 1: Dynamic Reason : Tidak memperhatikan siswanya Teacher 2: Dynamic Reason : Tidak memperhatikan siswanya	Teacher 1: Malas Teacher 2: Malas	Needed : Equalitarian Reason: Tidak menyudutkan Not needed: Dynamic :Menyudutkan	Teacher 1: Tidak termotivasi Teacher 2: Tidak termotivasi CS: Berpengaruh Feedback: Agresif	Teacher 1: Tidak berpartisipasi Teacher 2: Tidak berpartisipasi
6	Teacher 2: Equalitarian Reason : Komunikasi 2 arah Teacher 1: Equalitarian Reason : komunikasi 2 arah	Teacher 2: Santai Teacher 1: Santai	Needed : Equalitarian Reason: Nyaman dan termotivasi Not needed: Dynamic Reason: Tidak nyaman	Teacher 2: Termotivasi Teacher 1: Termotivasi CS: Sangat Berpengaruh Feedback: interaksi soal	Teacher 2: Berpartisipasi Teacher 1: Berpartisipasi
9	Teacher 2: Equalitarian	Teacher 2: Sesuai	Needed : Equalitarian	Teacher 2: Termotivasi	Teacher 2: Berpartisipasi

INSTITUT AGAMA ISLAM NEGERI KERINCI

	Reason : menjelaskan dengan pelan supaya siswa mengerti (peka) Teacher 1: Dynamic Reason : Keras	Teacher 1: Tertekan	Reason: intonasi yang rendah Not needed: Dynamic Reason: Aneh, siswa nggak ngerti kok marah	Teacher 1: Tidak Termotivasi CS: Sangat mempengaruhi Feedback: Cemberut	Teacher 1: Tidak Berpartisipasi

Drawing Conclusion

Female

mengenai persepsi siswa terhadap gaya komunikasi guru dalam kaitannya dengan motivasi mereka dalam belajar bahasa Inggris, dapat disimpulkan bahwa gaya komunikasi guru memiliki pengaruh signifikan terhadap motivasi dan partisipasi siswi dalam pembelajaran bahasa Inggris.

Gaya komunikasi positif seperti "Equalitarian" (setara), "Asik" (menyenangkan), dan "Ramah" (ramah) cenderung meningkatkan motivasi dan partisipasi siswi. Siswi merasa nyaman, dihargai, dan termotivasi untuk belajar ketika guru menerapkan gaya komunikasi ini. Gaya komunikasi negatif seperti "Withdrawal" (menarik diri) dan beberapa tipe "Dynamic" (dinamis) yang cenderung marah atau tidak stabil justru menurunkan motivasi siswi. Siswi merasa tidak diperhatikan, tidak nyaman, dan tidak termotivasi untuk belajar. Persepsi siswi terhadap gaya komunikasi guru sangat penting. Umpan balik dari siswi mengenai bagaimana mereka merasakan gaya komunikasi guru membantu guru untuk memahami dampak dari gaya komunikasi mereka dan melakukan perbaikan yang diperlukan. Partisipasi siswi dalam pembelajaran juga dipengaruhi oleh gaya komunikasi guru. Siswi yang termotivasi cenderung lebih aktif berpartisipasi dalam kegiatan pembelajaran.

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KERINCI

Kebutuhan komunikasi siswi bervariasi. Beberapa siswi merasa perlu berinteraksi dan berkomunikasi dengan guru, sementara yang lain tidak terlalu membutuhkannya. Guru perlu memahami kebutuhan komunikasi siswi yang berbeda-beda ini.Guru perlu menyadari pentingnya gaya komunikasi dalam pembelajaran. Gaya komunikasi yang positif dan membangun hubungan baik dengan siswi sangat penting untuk menciptakan lingkungan belajar yang kondusif dan memotivasi.

Male

mengenai persepsi siswa laki-laki terhadap gaya komunikasi guru dalam kaitannya dengan motivasi mereka dalam belajar bahasa Inggris. Secara umum, dapat disimpulkan bahwa gaya komunikasi guru memiliki pengaruh signifikan terhadap motivasi dan partisipasi siswa laki-laki dalam pembelajaran bahasa Inggris.

Gaya komunikasi yang positif dan membangun hubungan baik, seperti "Equalitarian" (setara) dan "Menjelaskan dengan pelan supaya siswa mengerti (peka)", cenderung meningkatkan motivasi dan partisipasi siswa laki-laki. Siswa merasa dihargai, nyaman, dan termotivasi untuk belajar ketika guru menerapkan gaya komunikasi ini. Gaya komunikasi yang negatif, seperti "Dynamic" (dinamis) yang tegang dan "Keras", justru menurunkan motivasi siswa laki-laki. Siswa merasa tidak nyaman, tertekan, dan tidak termotivasi untuk belajar. Partisipasi siswa laki-laki dalam pembelajaran juga dipengaruhi oleh gaya komunikasi guru. Siswa yang termotivasi cenderung lebih aktif berpartisipasi dalam kegiatan pembelajaran. Kebutuhan komunikasi siswa laki-laki bervariasi. Beberapa siswa merasa perlu berinteraksi dan berkomunikasi dengan guru, sementara yang lain tidak terlalu membutuhkannya.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Guru perlu menyadari pentingnya gaya komunikasi dalam pembelajaran**.** Gaya komunikasi yang positif dan membangun hubungan baik dengan siswa sangat penting untuk menciptakan lingkungan belajar yang kondusif dan memotivasi.

High

mengenai persepsi siswa berprestasi tinggi terhadap gaya komunikasi guru dalam kaitannya dengan motivasi mereka dalam belajar bahasa Inggris. Secara umum, dapat disimpulkan bahwa gaya komunikasi guru memiliki pengaruh signifikan terhadap motivasi dan partisipasi siswa berprestasi tinggi dalam pembelajaran bahasa Inggris.

Siswa berprestasi tinggi tetap termotivasi dan berpartisipasi aktif ketika guru menerapkan gaya komunikasi yang positif dan mendukung, seperti "Equalitarian" (setara) yang menekankan pada hubungan yang baik dan komunikasi dua arah. Hal ini menunjukkan bahwa siswa berprestasi tinggi juga membutuhkan dukungan dan apresiasi dari guru, meskipun mereka memiliki kemampuan yang baik. Gaya komunikasi yang negatif atau kurang perhatian, seperti "Withdrawal" (menarik diri) dan "Dynamic" (dinamis) yang terkesan suka marah, dapat menurunkan motivasi siswa berprestasi tinggi. Mereka merasa tidak diperhatikan dan tidak termotivasi untuk belajar jika guru tidak menunjukkan minat dan dukungan yang cukup. Partisipasi siswa berprestasi tinggi dalam pembelajaran juga dipengaruhi oleh gaya komunikasi guru. Siswa yang termotivasi cenderung lebih aktif berpartisipasi dalam kegiatan pembelajaran. Kebutuhan komunikasi siswa berprestasi tinggi bervariasi. Beberapa siswa merasa perlu berinteraksi dan berkomunikasi dengan guru, sementara yang lain tidak terlalu membutuhkannya.

Guru perlu menyadari pentingnya gaya komunikasi dalam pembelajaran, bahkan bagi siswa berprestasi tinggi. Gaya komunikasi yang positif dan membangun hubungan baik dengan siswa sangat penting untuk menciptakan lingkungan belajar yang kondusif dan memotivasi.

Mid

mengenai persepsi siswa dengan pencapaian sedang terhadap gaya komunikasi guru dalam kaitannya dengan motivasi mereka dalam belajar bahasa Inggris. Secara umum, dapat disimpulkan bahwa gaya komunikasi guru memiliki pengaruh signifikan terhadap motivasi dan partisipasi siswa dengan pencapaian sedang dalam pembelajaran bahasa Inggris.

Siswa dengan pencapaian sedang merespons dengan baik gaya komunikasi yang positif dan mendukung, seperti "Equalitarian" (setara) yang menekankan pada hubungan yang baik, ramah, dan komunikasi dua arah. Mereka merasa termotivasi dan berpartisipasi aktif ketika guru menunjukkan minat, apresiasi, dan dukungan terhadap usaha mereka. Gaya komunikasi yang negatif atau kurang perhatian, seperti "Dynamic" (dinamis) yang terkesan tegang, suka marah, atau "Withdrawal" (menarik diri) yang terkesan tidak peduli, dapat menurunkan motivasi siswa dengan pencapaian sedang.

Mereka merasa tidak nyaman, tidak dihargai, dan tidak termotivasi untuk belajar jika guru tidak menunjukkan perhatian dan dukungan yang cukup. Partisipasi siswa dengan pencapaian sedang dalam pembelajaran juga dipengaruhi oleh gaya komunikasi guru. Siswa yang termotivasi cenderung lebih aktif berpartisipasi dalam kegiatan pembelajaran. Kebutuhan komunikasi siswa dengan pencapaian sedang bervariasi. Beberapa siswa merasa perlu berinteraksi dan berkomunikasi dengan guru, sementara yang lain tidak terlalu membutuhkannya. Guru perlu memahami kebutuhan komunikasi siswa yang berbeda-beda ini.

Guru perlu menyadari pentingnya gaya komunikasi dalam pembelajaran bagi semua siswa, termasuk siswa dengan pencapaian sedang. Gaya komunikasi yang positif dan membangun hubungan baik dengan siswa sangat penting untuk menciptakan lingkungan belajar yang kondusif dan memotivasi.

Low

mengenai persepsi siswa dengan pencapaian rendah terhadap gaya komunikasi guru dalam kaitannya dengan motivasi mereka dalam belajar bahasa Inggris. Secara umum, dapat disimpulkan bahwa gaya komunikasi guru memiliki pengaruh signifikan terhadap motivasi dan partisipasi siswa dengan pencapaian rendah dalam pembelajaran bahasa Inggris.

Siswa dengan pencapaian rendah sangat termotivasi dan berpartisipasi aktif ketika guru menerapkan gaya komunikasi yang positif, suportif, dan penuh perhatian, seperti "Equalitarian" (setara) yang menekankan pada hubungan yang baik, ramah, dan komunikasi dua arah. Mereka merasa dihargai, diperhatikan, dan termotivasi untuk belajar ketika guru menunjukkan minat dan dukungan terhadap usaha mereka, sekecil apapun. Gaya komunikasi yang negatif, seperti "Dynamic" (dinamis) yang terkesan tegang, suka marah, atau "Withdrawal" (menarik diri) yang terkesan tidak peduli, sangat menurunkan motivasi siswa dengan pencapaian rendah. Mereka merasa tidak nyaman, tidak aman, tidak dihargai, dan tidak termotivasi untuk belajar jika guru tidak menunjukkan perhatian dan dukungan yang cukup. Persepsi siswa dengan pencapaian rendah terhadap gaya komunikasi guru sangat penting. Umpan balik dari siswa mengenai bagaimana mereka merasakan gaya komunikasi guru membantu guru untuk memahami dampak dari gaya komunikasi mereka dan melakukan perbaikan yang diperlukan.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Partisipasi siswa dengan pencapaian rendah dalam pembelajaran juga dipengaruhi oleh gaya komunikasi guru. Siswa yang termotivasi cenderung lebih aktif berpartisipasi dalam kegiatan pembelajaran. Kebutuhan komunikasi siswa dengan pencapaian rendah sangat bervariasi. Beberapa siswa merasa perlu berinteraksi dan berkomunikasi dengan guru secara intens, sementara yang lain tidak terlalu membutuhkannya. Guru perlu memahami kebutuhan komunikasi siswa yang berbeda-beda ini dan memberikan dukungan yang sesuai. Guru perlu menyadari pentingnya gaya komunikasi dalam pembelajaran bagi semua siswa, terutama siswa dengan pencapaian rendah. Gaya komunikasi yang positif dan membangun hubungan baik dengan siswa sangat penting untuk menciptakan lingkungan belajar yang inklusif, kondusif, dan memotivasi.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I