TEACHER'S INTERPERSONAL COMMUNICATION AND ITS IMPACTS ON STUDENTS' MOTIVATION IN EFL LEARNING

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ABSTRACT

This research attempted to reveal the types of interpersonal communication used by an English teacher in the teaching and learning process, the factors that influence it, and its impacts on students' motivation in EFL learning at SMPN 10 Makassar. To analyze the data for this research, a descriptive qualitative method was used. The English teacher and 5 students who were involved in Zoom meetings were taken as the subject of this research. The data gained from classroom observation and interview. This research found that there were 15 types of verbal and 6 types of non-verbal interpersonal communication used by the teacher during the lesson. This research also found the factors that can support interpersonal communication between teachers and students. Those factors include understanding, closeness, good feedback, affection, empathy, equality, ethic, positiveness, supportiveness, and openness between teachers and students; and adequate virtual communication media. On the flip side, the factors that can inhibit the effectiveness of interpersonal communication include there is no understanding, openness, affection, and respect between teachers and students; and the other factors come from passive communicants (students), inadequate virtual communication media, and noise generated during the teaching-learning process. The result of the findings also showed that there were positive and negative impacts that students felt from the teacher's interpersonal communication on their motivation to learn English.

Keyword: teacher's interpersonal communication, students' motivation, EFL learning.

INTRODUCTION

Teaching is a form of communication, as Salija, Muhayyang, and Muhammad (2018) stated that teaching, regardless of subject, is about communicating, directing, guiding, encouraging, and transferring morals in the form of knowledge, skills, attitudes, and values. Thus, the success of the teacher's teaching methods is determined by the effectiveness of the communication process that occurs during the teaching-learning process. A teacher who is always with his or her students must play a role in this process and be responsible for good communication. As a result, students become more communicative and willing to collaborate in order to be more active in creating outstanding students.

A qualified teacher communicates in a variety of ways. His or her interpersonal communication displayed during the teaching and learning process is one example of how the teacher communicates in the classroom. According to DeVito (2013), interpersonal communication is the verbal and nonverbal interaction of two (or more) mutually dependent people. It is a form of

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communication between people who are in some way related. Furthermore, according to Burleson (2010), interpersonal communication is a complex and social process. Individuals with committed relationships will exchange information in this process to generate common meaning and achieve social goals.

Interpersonal communication, both verbal and nonverbal, is fundamental to the EFL classroom process. Interpersonal communication will strengthen the bond between teachers and students. If the teacher is able to understand the student's opinions, feelings, and ideas, students will more easily accept the teacher's opinions, ideas, and feelings. So that the relationship between the teacher and the student becomes a personal bond of respect, understanding, and care for one another. This relationship allows the teacher to provide information, and vice versa, the students can receive the information correctly.

Since, interpersonal communication strategies have taken center stage in EFL classroom teaching. There have been many previous studies on interpersonal communication in the field of education and the effect of a teacher's interpersonal communication on students' motivation to learn, especially in English. Hsu (2010), Maulana, Opdenakker, and Bosker (2013), Misbah, Gulikers, Maulana, and Mulder (2015), Rasyid (2015), Henry and Thorsen (2018) found that positive interpersonal communication between teachers and students will increase student motivation to learn.

However, the current research also aimed to explore what factors can support or inhibit the effectiveness of teacher interpersonal communication in the teaching-learning process. Since, this aspect has rarely been studied previously, especially in the ELT or EFL context. According to Pennings et al. (2017), teacher-student relationship plays a vital role in the quality of teaching. Thus, it is necessary for teachers and students to establish a good process of interpersonal communication. In order to achieve good and effective interpersonal communication, it is important that teachers and students also pay attention to factors that influence the effectiveness of interpersonal communication itself. Hence, based on this reason, it can be concluded that there is a need for a more in-depth analysis of how teachers, as educators, use their interpersonal skills and its impact on their students' motivation and what factors can influence the process of interpersonal communication between a teacher and students, both the supporting and inhibiting factors.

LITERATURE REVIEW
The Concept of Interpersonal Communication

Interpersonal communication is a specific type of communication. Interpersonal communication is one of the important aspects of human life. There are many reasons why interpersonal communication is important for human life and why we need to understand more about it. DeVito (2013) stated that our personal success and happiness depend to a large extent on our effectiveness as interpersonal communicators. In our interpersonal relationships, intimate friendships and romantic relationships are formed, maintained, and sometimes destroyed. When it comes to a specific definition of interpersonal communication, Solomon and Theiss (2012) stated that interpersonal communication is defined as

communication that occurs between people and creates a personal bond between them. Moreover, Floyd (2011) emphasized that interpersonal communication includes communication between two people in the context of a specific relationship. Over time, it can help them negotiate and define their relationship.

The main goal of interpersonal communication is to build and maintain relationships with others, as Trenholm and Jensen (2008) stressed that interpersonal communication is important because it is how we build and maintain relationships. In line with it, through interpersonal communication, we can promote friendships, keep up old friendships, comfort and cheer up others who are in need, give advice and suggestions, help improve conditions, and answer questions. Interpersonal communication will make people more tolerant, polite, and acceptable with the way they communicate with one another in order to strengthen the bonds of solidarity and social harmony based among them so they are able to live in safe zones peacefully, which is the main goal to achieve (Salija et al., 2018).

The Concept of Motivation

Motivation is the desire to act to achieve a goal. This is a key element in setting and achieving our goals. There have been many researchers who have tried to define motivation. Ryan and Deci (2000) stated that being motivated means being moved to do something about it. A person without any impulse or interest is considered to be unmotivated, while a person who is full of energy or activated in the end is considered to be motivated. Moreover, Schunk and DiBenedetto (2020) consider motivation to be a function of agency, tracking progress toward a goal, and the individual's perceived ability to learn and perform actions. Modeling and social comparisons, self-efficacy, goals, outcome expectations, values, attributions, and self-regulation all contribute to these. Meanwhile, when it comes to students' motivation to learn. Zhou (2012) stated that students' motivation is generally defined as students' willingness or desire to participate in or devote effort to completing a task.

Motivation, in agreement with its function, is categorized into two types, namely intrinsic motivation and extrinsic motivation.

The Role of Teacher's Interpersonal Communication in Motivating Students to Learn

There are much research show that teacher-student relationships are associated with student cognitive learning outcomes and motivation (Den Brok et al., 2005; Hsu, 2010; Misbah et al., 2015; Henry & Thorsen, 2018). Brekelmans, Sleegers, and Fraser (2000) assumed that interpersonal relationships between teachers and students provide a solid foundation for ensuring that students are engaged in the learning process. When teachers use effective interpersonal communication cues to meet students' relational and rhetorical needs, students are more likely to experience a variety of desirable outcomes such as learning, interest, involvement, empowerment, motivation, and accomplishment (Houser & Hosek, 2018).

When it comes to the English learning context, Henry and Thorsen (2018) argued those desirable students' L2 motivation is achieved when effective teacher–student relationships are formed. Moreover, according to Dewaele, Witney, and Dewaele (2017) as cited by Fei and Derakhshan (2021), the role of the L2 teacher extends beyond simply transmitting linguistic and content knowledge to L2 learners. More importantly, L2 teachers are held accountable for creating a positive environment, managing the mood of the classroom, establishing a good rapport with students, and, ideally, instructing with passion and joy. Likewise, it is argued that classroom interactions have a significant impact on foreign language enjoyment. Positive classroom interactions occur as a result of supportive and friendly peer relationships, as well as positive and encouraging teacher behaviors toward students (Pavelescu & Petric, 2018). Moreover, Gablinske (2014) argued that interpersonal communication is fundamental to support communication in the classroom. Gaps in the teaching and learning process in the classroom such as distrust, anxiety, and boredom can be minimized along with the positive relationship created by good interpersonal communication between teachers or lecturers and students. Otherwise, a negative relationship creates a gap, which leads to ineffective learning. Thus, it has become a necessity for teachers to consider what to do and what to say in the EFL classroom.

METHOD

This research applied a descriptive study that is part of a qualitative approach as the research design. In this research, the researcher explored and described the use of a teacher's interpersonal communication and its impact on students' motivation on year nine students of SMP Negeri 10 Kota Makassar in EFL learning.

The research participants of this research were an English teacher and five students from class 9D and 9E of SMP Negeri 10 Makassar. In this case, the researcher chose an English teacher by using a purposive sampling technique. The considerations for this selection were as follows: 1) the teacher has been certified as a professional teacher from the government; 2) an experienced teacher who has taught English for more than 10 years; and 3) the teacher is at least 40 years old; 4) using the *Zoom* application as a medium for teaching. Then, the researcher chose the students based on the results of the questionnaire. The data gained from these students was used to support the data gained from the teacher. The context investigated in this study was the use of a teacher's interpersonal communication and its impacts on student motivation in EFL learning.

The data of the research was obtained from the results of the classroom observation and interview guideline. The classroom observation was intended to find out the types of interpersonal communication used by a teacher in the teaching and learning process. It was conducted in the English classroom for six meetings. Due to the COVID-19 pandemic, it was made via *Zoom* meetings. The researcher checked which kinds of teacher's interpersonal communication both verbally and non-verbally were used in the teaching and learning process. Moreover, the researcher conducted some interviews. Each interview aimed to find out the use of a teacher's interpersonal communication, the factors that support and inhibit the effectiveness of a teacher's interpersonal communication,

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and its impact on students' learning motivation. It was delivered in *Bahasa Indonesia* to avoid misunderstanding and to make it easier for the participants to answer the question. It was recorded using a voice recorder. The researcher used a semi-structured interview, which included a number of planned questions, but the interviewer had more freedom to elaborate on the questions or change the wording, order of questions, and eliminate questions that were deemed unnecessary.

This research used qualitative data analysis. The data was analyzed through the interactive model of Miles, Huberman, and Saldana (2014), namely: (1) data condensation, (2) data display, and (3) conclusion drawing or verification. In the phase of data condensation, the researcher reduced the obtained data by omitting irrelevant data and selecting the needed data. Field data from the observation and interview was collected, selected, and classified. In this part, the researcher described the types of interpersonal communication used by the teacher on year nine students of SMPN 10 Makassar, the factors that support and inhibit the effectiveness of the teacher's interpersonal communication on year nine students of SMPN 10 Makassar, and the impacts of the teacher's interpersonal communication on students' motivation to learn English. The data display activity was the second analysis activity. The term "display" refers to organized information that leads the researcher to a conclusion. The data display was shown to the researcher's focus. The observation and interview data were analyzed and presented in the form of an observation and an interview note. The final step in qualitative data analysis was conclusion drawing and verification. During this phase, the researcher interpreted the data that had been reduced and displayed, attempted to understand the data that already existed, and then verified or selected the data that corresponded to the data that the researcher expected.

FINDINGS A ND DISCUSSION

Findings

Types of Teacher's Interpersonal Communication

Based on the classroom observation, the English teacher used both verbal and non-verbal interpersonal communication strategies. The researcher organized the data discovered in the form of tables so that readers could easily interpret the data.

Table 1 Teacher's Verbal Interpersonal Communication

No	Teacher's Verbal Interpersonal Communication	Zoom Meeting					
		1st	2nd	3rd	4th	5th	6th
1	Saying greeting when starting the lesson	✓	✓	✓	✓	✓	✓
2	Praying before starting and ending the lesson			✓			
3	Taking the register		✓			✓	
4	Giving advice to motivate students to study	✓	✓	✓			✓

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5	Calling on students by name when talking to them	✓	✓		✓		
6	Giving feedback to students	✓	✓	✓		✓	
7	Inserting humor in teaching	✓	✓	✓			
8	Using terms like "we" and "us" to refer to the class	✓	✓	✓	✓	✓	✓
9	Asking students how they feel about their lessons and assignments given	✓	✓	✓	✓	✓	✓

Based on Table 1, it can be seen that the teacher used nine types of verbal interpersonal communication obtained from the results of direct observation and observation checklist. Based on the six *Zoom* meetings, it can be seen that the teacher always greeted the students before beginning the lesson. She used the word "*Assalamualaikum*" which indicates that she is a Muslim and the phrase "Good morning" which indicates that the teaching and learning process took place in the morning. Greetings indicate that the teacher is ready to begin teaching and invites students to join her. The teacher was also seen routinely providing advice and motivation to their students. She provided motivation in the form of verbal words that encourage students to remain diligent in their studies at home, despite the fact that they are learning online. Moreover, she also regularly provided feedback to her students. The feedback seen during the observation process is direct feedback. If any students make mistakes in answering the questions posed by the teacher, the teacher corrects them. This is necessary so that students can determine how far they have progressed and which aspects they need to improve in order to achieve higher levels of achievement. Besides that, the teacher also inserted humor into online learning. This teacher's strategy was quite successful because the online class atmosphere becomes more relaxed and enjoyable when she inserted humor during her teaching. Students will undoubtedly be more enthusiastic and motivated to learn in such an atmosphere. The next teacher's verbal interpersonal communication was that the teacher refers to the class using the terms "we" and "us". The teacher often used it in the phrase "our learning". This aims to foster a feeling of togetherness and equality among the teacher and her students. Based on the observation, the teacher called her students' names when talking to them. It shows that the teacher is well-versed in her students' names, and it will make students feel valued by their teacher as their name is very important in their lives. Moreover, the teacher also routinely asked students' feelings about the material and assignments given. This is critical because she will be aware of any students who are having difficulty understanding the material or assignments assigned to them. From here, she can conduct an independent evaluation in order to provide her students with better understanding. Finally, the teacher employed two other forms of verbal interpersonal communication: taking the register and praying before beginning and ending the lesson. Checking student attendance indicates that the teacher is concerned about their students' attendance and academic achievement. Meanwhile, by inviting students to pray before and after the lesson, the teacher encourages students to seek protection, help,

inspiration, and guidance from their God during the teaching-learning process, as well as the hope that the knowledge gained will be useful to themselves and others. These two verbal interpersonal communications were rarely seen in *Zoom* meetings.

The nine verbal interpersonal communications above are in line with the type of verbal interpersonal communication proposed by Rasyid (2015). He conducted research on college students' perceptions of EFL lecturers' verbal and non-verbal interpersonal communication that inspires them while lecturing. His research made use of a census system. He developed a 14-item Verbal Interpersonal Communication Measure (VICM) and 14-item Non-verbal Interpersonal Communication Measure (NVICM). However, this research also discovered six different types of teacher behavior that can be classified as verbal interpersonal communication, namely: 1) giving tolerance for students' lateness in submitting assignments (for a certain reason), 2) asking the students' condition, 3) providing opportunities for students to express their opinions, 4) explaining the correct response to students who have made a mistake, 5) calling the students with affectionate calls "Nak", and 6) giving appreciation to students. Thus, there was a total of 15 types of verbal interpersonal communication used by the teacher at SMP Negeri 10 Makassar when teaching English lessons to year nine students via *Zoom*. Furthermore, the following table 2 shows the data found regarding the teacher's non-verbal interpersonal communication.

Table 2 Teacher's Non-Verbal Interpersonal Communication

No	Teacher's Non-Verbal Interpersonal Communication	*Zoom* Meeting					
		1st	2nd	3rd	4th	5th	6th
1	Being enthusiastic in teaching	✓	✓	✓	✓	✓	✓
2	Using gestures while talking to the class	✓	✓	✓	✓	✓	
3	Using vocal variety (non-monotone) when talking to the class	✓	✓	✓	✓	✓	✓
4	Smiling at the class while talking	✓	✓	✓	✓	✓	✓
5	Dressing neatly	✓	✓	✓	✓	✓	✓
6	Nodding along students' response	✓	✓	✓		✓	

According to Table 2, the teacher engaged six non-verbal interpersonal communications. The table 2 shows that the teacher were being enthusiastic in teaching, using gestures (hand and head movements), Using vocal variety (non-monotone) when talking to the class, Smiling at the class while talking, Dressing neatly, Nodding along students' response.

Factors that Support the Effectiveness of Teacher's Interpersonal Communication

One of the important aspects of teacher interpersonal communication in ELT that needs to be investigated further is what factors influence the effectiveness of teacher interpersonal communication with students. This session presents data on the teacher's perceptions of factors that support the effectiveness of interpersonal communication with students in the context of ELT or EFL learning.

The result of the interview with the teacher revealed that there were several factors that can be considered as factors that can support the effectiveness of interpersonal communication between teachers and students. These factors include understanding, closeness, good feedback, affection, empathy, ethics, openness, and adequate virtual communication media.

When it comes to the context of online English learning during the Covid-19 pandemic, virtual communication media is an important factor that can influence the occurrence of interpersonal communication between teachers and students. As is well-known, there is no face-to-face interaction between teachers and students at school during the covid-19 pandemic. Thus, the availability of virtual media communication media such as *Zoom*, *WhatsApp*, *Skype*, and others determines the process of communication between teachers and students. Interpersonal communication between teachers and students will work effectively if the availability of these media is adequate; contrary, if the availability of these media is inadequate or there are certain factors that make the use of these media ineffective, communication between teachers and students will be hindered.

In addition to the factors mentioned above, the researcher saw three additional factors based on observations that can be considered as supporting factors for the effectiveness of interpersonal communication between teachers and students. The three factors were supportiveness, equality, and positiveness. Supportiveness is a type of encouragement or input from the teacher to help students be more enthusiastic about carrying out activities and achieving the desired goals. Equality means an acknowledgment that both the teacher and students have interests that both parties are equally important and valuable, and that both parties rely on one another. Meanwhile, positiveness refers to the attitude shown by the teacher who is able to support the establishment of good communication between the teacher and students.

Factors that Inhibit the Effectiveness of Teacher's Interpersonal Communication

The result of the interview with the teacher revealed that there were several factors that can be considered as factors that can inhibit the effectiveness of interpersonal communication between teachers and students. These factors include there is no understanding, openness, affection, and respect between teachers and students. However, the researcher saw three additional factors based on observations that can be considered as inhibiting factors for the effectiveness of interpersonal communication between teachers and students. These factors

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include passive communicants (students), inadequate virtual communication media, and noise generated during the teaching-learning process.

According to the observation, most students' paid less attention when their teacher spoke and were more passive when their teacher asked them a question. However, there were some students who pay attention and always try to respond when the teacher asked a question. Nevertheless, the majority of them were preoccupied with their own businesses in their respective locations. Therefore, the discussion did not go well because not all students have mediated communication skills or are capable of capturing online learning materials. So that, learning objectives are not fully addressed. So, it is possible to conclude that communicants (students) who were passive during the teaching and learning process can also be barriers to interpersonal communication in the context of online learning.

During the observation via *Zoom* meetings, it was found that there was much noise that was heard when the teacher was delivering material to students. The noise was in the form of the voices of family members from students, students' voices who are joking around or the sound of vehicles passing by when the meeting is in progress.

Based on the observation, it seems that not all students from two classes 9D and 9E were able to attend the teacher's *Zoom* meeting. There are at least three potential reasons for this. The first is the internet network, which can be slow at times. The second reason is the cost of internet quotas, which are prohibitively expensive for most parents. The third reason is students do not have access to computers and smartphones. Based on these reasons, it is possible to conclude that interaction between teachers and students will not occur if communication media, in this case, facilities such as internet networks, cellphones, and others, are inadequate. Thus, in the context of online learning, inadequate virtual communication media can be identified as a factor that inhibit interpersonal communication between teachers and students.

The Impacts of Teacher's Interpersonal Communication to Students' Motivation

Based on the result of the interview, this research classified the impact of teacher interpersonal communication on students' learning motivation into two categories, namely the positive impacts and the negative impacts.

There were several positive impacts felt by students on the use of interpersonal communication by the teacher. Due to the various responses from the student interview, and also because the different types of the teacher's interpersonal communication were related to one another, the researcher attempted to summarize the impact of teacher interpersonal communication on students' learning motivation in English learning.

The first impact felt by students was spiritual encouragement, which they received when the teacher greeted them and prayed before beginning the lesson (in terms of greeting in Islam). The following impact was a sense of pleasure that students felt when their teacher called their name and expressed appreciation to

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them. They also have this reaction to non-verbal communication from the teacher, such as when their teacher smiled and dressed neatly while they were learning.

Students become more enthusiastic about learning if their teacher appeared to be enthusiastic while teaching. Besides that, they also get encouragement to learn and achieve good academic achievements as a result of their teacher who gave advice and motivation to them. This also applied when the teacher allowed them to express their opinions; they become more confident and enthusiastic about learning, motivating them to strive to be outstanding students. The teacher's behavior in the form of using vocal variety and nodding when hearing student responses are also included in the teacher's interpersonal communication which had a direct impact on students' enthusiasm for learning.

The next positive impacts were self-evaluation and improved understanding that students experienced when their teachers provided feedback, asked questions about learning and assignments, justified students' answers, and used specific gestures while teaching. Moreover, the following were some other positive impacts: A sense of respect and togetherness when the teacher used terms like "we" and "us" to refer the class; a sense of being cared for when the teacher asked about their conditions; a feeling of being important or feeling of being valued when the teacher addressed them with affectionate calls like "Nak".

Meanwhile, from the students' perspectives, the negative impacts of the teacher's interpersonal communication are that students will tend to procrastinate if the teacher tolerates being late in collecting assignments for any reason. Most of them believed that the teacher's stricter adherence to assignment deadlines motivated them more. Furthermore, students are made uncomfortable if the teacher's enthusiasm for teaching is excessive. Although it was not visible to the teacher during the zoom observation, it was possible that it was experienced by the students during face-to-face learning. Furthermore, the students believed that excessive gestures by the teacher disrupted their concentration. Similarly, to before, the teacher's excessive gesture was not discovered during the observation process. When teaching, the teacher frequently used natural gestures.

Discussion

This research is intended to investigate interpersonal communication used by an English teacher during the teaching-learning process, the supporting and inhibiting factors of effective interpersonal communication between the teacher and students, and the impacts of the teacher's interpersonal communication on students' motivation in EFL learning.

The findings about the types of interpersonal communication used by the teacher in this research are in line with research conducted by Rasyid (2015) as this research used the types of teacher interpersonal communication both verbal and non-verbal that he developed as a reference. Nonetheless, the current research has also succeeded in revealing several other teachers' interpersonal communications based on the results of direct observations of the teaching and learning process between teachers and students, namely: 1) giving tolerance for students' lateness in submitting assignments (for a certain reason), 2) asking the students' condition, 3) providing opportunities for students to express their

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opinions, 4) explaining the correct response to students who have made a mistake, 5) calling the students with affectionate calls "Nak", and 6) giving appreciation to students. In addition, the current research also investigated the factors that influence the effectiveness of teacher interpersonal communication, which are rarely the focus of previous researchers, especially in the ELT context.

This research found factors that influence the effectiveness of teacher interpersonal communication, both supporting and inhibiting factors. These findings indicate that the factors revealed by the research subject through interview and classroom observation are in line with the interpersonal communication skills expressed by DeVito (2016). According to him, interpersonal communication skills include mindfulness, cultural sensitivity, other-orientation, openness, meta-communication, immediacy, flexibility, expressiveness, empathy, supportiveness, equality, and interaction management. Nonetheless, current research has revealed one factor that can be described as unique, namely virtual communication media. It is said to be unique because the entire world, including Indonesia, is affected by a pandemic. Thus, the teaching-learning process that was previously done face-to-face must now be done online. The availability of virtual communication media is critical. The availability of appropriate virtual communication media will undoubtedly help to improve the effectiveness of interpersonal communication between teachers and students. On the other hand, if virtual communication media are not readily available, the effectiveness of interpersonal communication between teachers and students will struggle.

This research also found that a teacher's interpersonal communication impacts students' learning motivation. In line with the findings of this research, the previous findings also show that teacher-student relationships are associated with student cognitive learning outcomes and motivation (Den Brok et al., 2005; Hsu, 2010; Misbah et al., 2015; Henry & Thorsen, 2018). However, previous studies did not reveal the negative impacts of a teacher's interpersonal communication. Meanwhile, by describing the types of teacher interpersonal communication, both verbal and non-verbal, which are specific. Current research has revealed that certain types of interpersonal communication have a negative impact on students' learning motivation.

The limitation of this research is that because learning is conducted online, the researcher could not observe in detail the types of teacher's interpersonal communication, especially non-verbal and interactions that occur in the classroom. The researcher realizes that there are many limitations to the data collection process through observation via zoom meetings, particularly the interaction process between teachers and students, which would be better in the context of face-to-face learning. Furthermore, the researcher's potential to enrich data sources from different teachers is limited due to the limited number of teachers who use the *Zoom* application during online learning at junior high school level. So, it is hoped that future researchers will gain insight into various aspects of teacher interpersonal communication, including its impacts on students' learning motivation and the factors that can influence the effectiveness of interpersonal communication with many teachers as sources. This is due to the

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importance of interpersonal communication in effective teaching and learning quality.

CONCLUSSION

Based on the findings and discussion of the research, it can be concluded that the teacher used 15 types of Verbal Interpersonal Communication (VIC). It includes saying greetings when starting the lesson, praying before and ending the lesson, taking the register, giving advice to motivate students to study, calling on students by name when talking to them, giving feedback to students, inserting humor in teaching, using terms like "we" and "us" to refer to the class, asking students how they feel about their lessons and assignments given, giving tolerance for students' lateness in submitting assignments (for a certain reason), asking the students' condition, providing opportunities for students to express their opinions, explaining the correct response to students who have made a mistake, calling the students with affectionate calls "Nak" and giving appreciation to students. Moreover, the teacher also performed 6 types of Non-Verbal Interpersonal Communication (NVIC). It includes being enthusiastic in teaching, using gestures while talking to the class, using vocal variety (non-monotone) when talking to the class, smiling at the class while talking, dressing neatly, and nodding along to students' response. This research also found factors that can support interpersonal communication between teachers and students. Those factors include understanding, closeness, good feedback, affection, empathy, equality, ethic, positiveness, supportiveness, and openness between teachers and students; and adequate virtual communication media. On the flip side, the factors that can inhibit the effectiveness of interpersonal communication include there is no understanding, openness, affection, and respect between teachers and students. Furthermore, passive communicants (students), inadequate virtual communication media, and noise generated during the teaching-learning process could be considered as the barriers of interpersonal communication between teachers and students. The result of the findings also shows that there were positive and negative impacts that students felt from the teacher's interpersonal communication on their motivation to learn English. The positive impacts include spiritual encouragement, a sense of pleasure, enthusiasm in learning, a sense of respect, a sense of being cared for, a feeling of being important or feeling of being valued, a sense of togetherness or a sense of oneness, a sense of enjoyment or a sense of relaxation, self-evaluation, better understanding, encouragement to learn and efforts to gain better achievement, and a conducive learning atmosphere. Meanwhile, the negative impacts were uncomfortable feeling, focus distraction, and procrastination. This research has several pedagogical implications, the pedagogical implications of this research provide additional support for the development of a curriculum that focuses on interpersonal relationships between teachers and students. Teachers must design an effective teaching method framework in addition to being a knowledge distributor. Moreover, teachers must be able to create a comfortable learning environment for students by using effective interpersonal communication. Teachers must be capable of promoting a learning environment in which students feel supported and cared for. A safe

learning environment is created when a close personal relationship, trust, and care develops between a teacher and student. It has the impact of motivating students to study harder and, as a result, they can achieve the expected results. However, the teacher should also consider the use of verbal and non-verbal interpersonal communication that is appropriate for the students' needs. It is intended to reduce the gap between teachers and students in the teaching and learning process, especially in EFL area.

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