

## Teachers' Interpersonal Behavior in Encouraging Students' Motivation

**Wahyuni Oktavia**

[wahyuni.oktavia@yahoo.com](mailto:wahyuni.oktavia@yahoo.com)

**Haryanto Atmowardoyo**

[haryanto@unm.ac.id](mailto:haryanto@unm.ac.id)

**Andi Muliati**

[Muliati\\_andi\\_yy@yahoo.com](mailto:Muliati_andi_yy@yahoo.com)

Makassar State University, Makassar, Indonesia

**Abstract:** This research was aimed to know the kinds of interpersonal behavior that the teachers apply in teaching and learning process, and the way of the teachers' interpersonal behavior attract students' motivation in learning EFL at CASEA of Makassar. This issue was risen because interpersonal behavior of teacher is a key factor when teaching and learning are concerned and it has the potential to impact the learning environment. This research employed descriptive qualitative research design. The research site was at Civil Aviation Safety and Engineering Academy (CASEA) of Makassar. The informants of this research were 10 students. The students are the representation of Airport Electrical Engineering, CASEA of Makassar. The data were collected by using observation and interview to know the students' responds about the teachers' interpersonal behavior in teaching and learning process and the way of teachers' interpersonal behavior attract students' motivation in learning EFL. This research showed that there were 6 kinds of interpersonal behavior used by the teachers of CASEA of Makassar, namely; leadership, helping/friendly, understanding, student responsibility/freedom, admonishing, and strict. The way the teachers' interpersonal behavior attract students motivation were by giving salutation in opening and closing the class, checking the students' attendance list and assignment, giving the students a chance to ask question, motivating students to perform, having a good communication, having many rules and showing anger.

Keywords: teachers' Interpersonal behavior, motivation, EFL

## **INTRODUCTION**

Teacher's physical presence plays a large part in his or her management of the classroom environment, and it's not just appearance either, but also the way the teacher moves, how he or she stands, and how physically demonstrative he or she is (Harmer, 2001)

Being a teacher is one of the professions that needs skill and knowledge, not only for the subject that the teacher teaches but also the ability of the teacher in delivering, transferring, and conveying the material to the students. The teacher is also responsible for nurturing human being with different manner and attitude so that they can live well in the society.

Besides, the quality of a good teacher is universal. Some of the qualities which good teachers possess are an ability to give interesting classes, using the full range of their personality, the desire to empathise with students, treating them all equally, and knowing all their names (Harmer, 2001). But every teacher has her/his own interpersonal behavior whether it is about the way the teacher teaches, communicates, or motivates the students in the classroom.

Classroom is a place which provides communication, as (Watzlawick, Beavin and Jackson, 1967) said "In order to understand interpersonal communication it is important to examine the ecological or contextual system in which it occurs. In educational terms, the immediate context for teachers is the classroom. Their natural communication partners are, of course, students. This thinking led us to evaluate and adopt general systems theory as a basis to analyze classroom communication.

Interaction between a teacher and his or her students is of pivotal importance in classroom communication. In order to make a good communication in the classroom, a great teacher should have a good interpersonal behavior. Interpersonal behaviour was mainly related to affective student outcomes such as pleasure, relevance, confidence and effort. By having a good interpersonal behaviour in the classroom is an effective way to encourage students' attention and enjoyment during the class.

The main goal of having a good interpersonal behavior is to create a good communication among the teacher and the students, also to lose the tense or create the stress-free of the students in the

class, a good interpersonal behavior may not only come from teachers' explanation but also students' responses of the lesson given by the teacher. It can be one of the impacts which influence the students' motivation in learning English as a foreign language in the classroom.

Psychologists have studied human motivation extensively and have derived a variety of theories about what motivates people. "Motivation is something that energizes, directs, and sustains behavior, it gets students moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, behavioral engagement in school activities" (Fredricks, Blumenfeld, & Paris, 2004)

Motivation refers to reasons that underlines behavior that is characterized by willingness and volition. Intrinsic motivation is about personal enjoyment, interest, or pleasure, and extrinsic motivation is governed by reinforcement contingencies. Motivation closely related with beliefs, perceptions, value, interests, and action. A good interpersonal behavior from the teacher may encourage or diminish motivation, depends on kinds of interpersonal behavior and the context in which they are given.

It is generally argued that teacher-student interpersonal behaviour is a key factor when teaching and learning are concerned and that it has the potential to impact the learning environment in any country. Lawrence (1997) argues that teachers' choice of interpersonal behaviour in teaching is a response to their students, and at the same time it is a reflection of teachers' own intellectual style preference. While student-teacher interaction research has been given close attention in the learning environment research, research of teachers' intellectual styles that influence their choice of interpersonal behaviour with students is limited (Evans, 2004)

According to recent research (Brekelmans, M., 2005; Brok, et al, 2005; Koul and Fisher, 2005; Cakiroglu, et al, 2007; Yu and Zhu, 2011; Ahriani, 2011; Rasyid, 2015; Aldhafiri, 2015), interpersonal behaviour is an important factor in encouraging students' motivation to learn in the classroom. This article will try to see the role of teachers' interpersonal behavior in encouraging students' motivation in learning English at tertiary level, namely Civil Aviation Safety and Engineering Academy (CASEA) of Makassar, It is a University owned by government agency which has build two department, namely : Aviation Engineering Department and Aviation Safety Department. The students are being prepared to work in aviation world.

The similarity among the previous studies above and the present study is the use of interpersonal behavior as the focus of the research. The difference among the previous studies and the present study is the setting and variables. The seven previous studies analyzed the perception of the students about the teacher interpersonal behavior, while the present study is not only analyzing the students' perception, but also find the kinds of interpersonal behavior used by teacher and the way those kinds of interpersonal behavior attract students' motivation in learning English, specially in tertiary level and in teaching and learning process

## **PURPOSE AND RESEARCH QUESTIONS**

The purpose of this study was to find out the kinds of interpersonal behavior that the teachers use in teaching and learning process at CASEA of Makassar, and to know the way of teachers' interpersonal behavior attract students' motivation in learning EFL. In line with the purpose of the study, the following research question were posed.

1. What kinds of interpersonal behavior does the teachers apply in teaching and learning English process at CASEA of Makassar?
2. How does the teachers' interpersonal behavior attract students' motivation in learning EFL?

## **LITERATURE REVIEW**

In order to have the same perception of the key terms used on this writing, the following brief explanations are given.

### **1. The Concept Dealing with Interpersonal Behaviour**

#### **a. Definition of Interpersonal Behaviour**

Interpersonal behavior, or communication style is not a study of teacher personality, though some of the descriptions might lend that impression, a particular teacher is friendly, caring or humorous, or that another is authoritarian, or aggressive. The use of these expressions to refer to patterns of teacher behavior rather than to stable, unchangeable traits. While an interpersonal style describes someone's manner of interacting it is not the only way that he or she can behave. People's actions are also influenced by their partners in the

communication. Thus, how someone behaves will vary across different relationships and depends on the interpersonal styles of the people involved.

Leary (1957) has said that the person with the smallest behavioral repertoire will most influence the nature of the relationship that evolves. Someone's behavior is a result of personality, attitudes and environmental factors (Magnusson and Endler, 1977). It is therefore obvious that any attempt to predict teachers' behavior and effectiveness solely on the basis of their characteristics will meet with little success.

**b. Types of Interpersonal Behaviour**

The characteristics of teacher interpersonal behaviour was an adaptation of the Leary model of interpersonal behaviour for use in education. The model of interpersonal teacher behaviour reveals the following characteristics

<b>Number</b>	<b>Characteristic</b>	<b>Definition</b>
1.	Leadership	Degree to which teacher provide leadership to class and holds student attention.
2.	Helping/Friendly	Degree to which teacher is friendly and helpful towards students
3.	Understanding	Degree to which teacher shows understanding/concern/care to students
4.	Student Responsibility/ Freedom	Degree to which students are given opportunities to assume responsibility for their own activities
5.	Uncertain	Degree to which teacher exhibits his/her uncertainty
6.	Dissatisfied	Degree to which teacher shows unhappiness dissatisfaction with students
7.	Admonishing	Degree to which teacher shows anger, temper/impatience in class
8.	Strict	Degree to which teacher is strict with and demanding of students

(Goh, S. C., 1994)

## **2. The Concept Dealing with Motivation**

### **a. Definition of Motivation**

According to Dornyei (2001), motivation is a force that cannot be seen or it is an abstract and a hypothesis which used to explain humans' behaviour. Motivation is also related directly to human's mind which is correlated to wants or desires not human's feelings. Motivation includes many things, for example, the effort expanding, the desire to learn and positive thinking about language learning (Gardner, 1985a, 1985b as cited in Wesley, 2009, p.271). According to Chumcharoensuk (2013:4) 'Motivation' is a drive or forces human's action or is a powerful source for them to do something.

"Motivation is something that energizes, directs, and sustains behavior, it gets students' moving, points them in a particular direction, and keeps them going. We often see students' motivation reflected in personal investment and in cognitive, emotional, behavioral engagement in school activities" (Fredricks, Blumenfeld, & Paris, 2004).

### **b. Theories of Motivation**

Psychologists have studied human motivation extensively and have derived variety of theories about what motivates people. This section briefly highlights the motivational theories.

#### **1. Needs-Based Theories of Motivation**

Maslows' Hierarchy of need – Maslow (1954) postulated a hierarchy of needs that progress from the lowest, subsistence-level needs to the highest level of self-awareness and actualization. Once each has been met, the theory is that an individual will be motivated by and strive to progress to satisfy the next higher level of need. The five levels Maslow's hierarchy are :

- a) Psychological needs : including food, water, sexual drive, and other subsistence-related needs.
- b) Safety needs : including shelter, a safe home environment, employment, a healthy and safe work environment, access to health care, money, and a other basic necessities.
- c) Belonging needs : including the desire for social contact, interaction, friendship, affection, and various types of support.
- d) Esteem Needs : including status, recognition, and positive regard.
- e) Self-actualization needs : including the desire for achievement, personal growth and the development, and autonomy.

The movement from one level to the next was termed satisfaction progression by Maslow, and it was assumed that over time individuals was motivated to continually progress upward through these levels.

Herzberg's Two Factor theory – Herzberg (2003) further modified Maslow's theory and consolidated down to two areas of needs that motivated employees. These were termed

- a) Hygienes : these were characterized as lower level of motivators and included for example “company policy and administration, supervision, interpersonal relationship, working condition, salary, status, and security”.
- b) Motivators : these emphasized higher level factors and focused on aspect of work, such a sachivement, recognition for achivement, the work itself, responsibility, and growth or advancement.

McClelland's Acquire Needs Theory – The idea here is that needs are acquired throughout life. That is needs are not innate, but are learned or developed as a result of one's life experience (McClelland, 1985). This theory focuses on three types of needs.

- a) Need for achievement : which emphasizes the desires for the success, for mastering tasks, and for attaining goals.
- b) Need for affiliation : which focuses on the desire for relationship and associations with others.
- c) Need for power : which relates to the desires for responsibility for, control of, and authority over others.

All of these theories approach needs from a somewhat different perspective and are helpful in understanding employee motivation on the basis of needs. However, other theories of motivation also have been posited and require consideration.

#### 1. Extrinsic Factor Theories of Motivation

Another approach to understanding motivation focuses on external factors and their role in understanding motivation. The best known of this is *Reinforcement Theory*. B.F Skinner (1953) studied human behavior and proposed that individuals are motivated when their behaviors are reinforced. The first two are associated with achieving desirable behaviors, while the last two address undesirable behaviors.

- a) Positive reinforcement : Relates to taking action that rewards positive behaviors.
- b) Avoidance learning : Occurs when action are taken to reward behaviors that avoid undesirable or negative behaviors. This is sometimes referred to *negative reinforcement*.

- c) Punishment : includes action designed to reduce undesirable behaviors by creating negative consequences for the individual.
- d) Extinction : Represents removal of the positive rewards for the undesirable behaviors.
- e)

## 2. Intrinsic Factors Theories of Motivation

Theories that are based on intrinsic or endogenous factors focus on internal thought process and perception about motivation. Several of these are highlighted below:

- a) Adam's Equity Theory : which proposes that individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization.
- b) Vroom's Expectancy Theory : which addresses the expectation of individuals and hypothesizes that they are motivated by performance and the expected outcomes of their own behaviors (Vroom, 1964).
- c) Locke's Goal Setting Theory : which hypothesizes that by establishing goals individuals are motivated to take action to achieve those goals (Locke & Latham, 1990).

Based on all definitions above, the researcher can conclude that motivation is something that can make us and have a willingness to do things whether that something pushes us to do those things or that something is just what we want to do.

## **METHOD**

### **a. Population and sample**

The total number of the AEE students is 40 students that are divided into 2 classes, Airport Electrical Engineering alpha and bravo. The researcher chose 10 students as the respondents of the students. It was also based on the subject of the research.

## **b. Instrument**

The instrument of this research that the researcher applied in collecting data were observation and interview, those instruments were applied to see the use of interpersonal behavior by the teacher during the process of teaching and learning in the classroom, and to see how the teacher applied the interpersonal behavior to attract students' motivation.

## **Procedure of Collecting Data**

The data collected through observation and interview.

### **1. Observation**

The researcher observed the teaching and learning process in the classroom to see the use of interpersonal behavior in the pre-teaching, teaching, and post-teaching. Pre-teaching means that how teacher open his class and teaching means where the presentation and production activities will be held. While post-teaching means how teacher closes his class or in other hand it's closure activities. Furthermore, while teaching and learning happend in the classroom, the researcher took *field notes* to see what was happened in the classroom, so that it could be analyzed as the additional information.

### **2. Interview**

Interview employed to gain information about students' responses toward their teachers' interpersonal behavior in the classroom while teaching and learning process. Besides that, the interview was to know whether the interpersonal behavior of the teachers can attract the motivation of the students or not. This interview had been done after class and had been held by grouping conversation. While doing interview, the researcher picked the notes of the answer and also recorded by using tape recording/recording application.

## **Findings and Discussion.**

### **1. Kinds of Interpersonal behavior that the teachers applied in teaching and learning process.**

To know the kinds of teachers' interpersonal behavior used by the teachers, the researcher took Leary model (1957) about kinds of interpersonal behavior. Based on the findings, the kinds of

interpersonal behavior used by the teacher A and B were similar, both of the teachers used 6 of 8 kinds of interpersonal behavior by Leary model.

### **1) Leadership**

Both of the teachers were responsible enough on their job, they paid attention on the students' improvements, they have such a burden if the students are fail. One of the examples that shown that the teacher used their interpersonal behavior was the teachers always opened the class with salutation as an aviation cadet which is different from another common school or University. It was also as a warming up to build the students' attention. Beside that, it reminds the students that they are aviation cadet which means they should keep their attitude and should always be ready for the class..

### **2) helping/friendly**

Furthermore, the teachers also behave as a teacher and friend in the classroom. Some of the examples based on the findings from the students' interview for teacher A when inside the classroom, students stated that the teacher is friendly, and it can help them in understanding the lesson, and for teacher B, students said that he is friendly and it can make them enjoy the class, they don't have any reluctance in asking questions. It was proven that students were enjoy and can understand the lesson in the class if the teachers are friendly.

### **3) Understanding**

Based on the observation, the teachers were also understand the diversity among the students of CASEA of Makassar, not only the background but also the ability and characters. One of the examples based on the findings from the students' interview for teacher A, students said that if they get bored in the classroom, sometimes the teacher A gave them a game in practicing English in the class. It proven that the teacher cares to the students' mood and needs, they understand that the students need more treatment that can encourage them in the class by giving them game or another attractive activity. And for teacher B, students said that the teacher never get angry when they can not answer the question that the teacher give, teacher B sometimes offer it to other students and never treat the students in the classroom differently. It shown that teacher B can understand that students in the classroom have different ability and background, but he tried to make the

students feel that they have same position in the school and opportunity in learning and understanding the material.

#### **4) Students' responsibility/freedom**

Both of the teachers were also believed that students can do and finish every task or assignments that they give. Such as giving them task like group presentation, self presentation, and self project. The students were also feel free in asking question, giving opinion, and practicing English in front of the class. One of the examples based on the findings from the students' interview for teacher A , students said that they just can come forward to present their presentation because teacher A always motivated them. And for teacher B one of the examples based on the findings from the students' interview, students said that eventough they sometimes feel shy and affraid, but they still tried to to show in front of the class. In this cass, It means that students acctually lack of confidance in the first time, but because the teachers always motivate them and believe on them, and they feel has responsiblity on the task, the students finally be brave tried to show their ability in front of the class.

#### **5) Admonishing**

Based on the observation and interview, it was proven that punishment that the teachers used just a simple punishment, it was just to show to the students that they should not did it again and pay attention on their responsibilty.

#### **6) Strict**

which mean having a set of rule and could not be break is one of the technique that the teacher used in the classroom. In CASEA of Makassar, this one is very common, not only in the classroom, but also they should obey the rules in the dormitory, lab, and all of the room in the campus. In doing their job in teaching, the teachers applied certain rules to be followed by the students and the teachers themselves in the classroom to make the teaching and learing process run effectively. The students are one together in diversity. Even though, the teacher expected all the students to follow the rules, but some students often could not follow or disobey the rules, so in this case the teacher behave and find an appropriate way to treat them and motivate them in the classroom. Because if the teachers just let it happend, other students would not pay attention to the teacher and of course material. Because of that, there should be a consequence to every disobidience of the

students. But it does not mean a negative interpersonal behavior is refers to the negative impact or can not encourage students' motivation in learning English. Based on the findings, the negative ones such as being strict and admonishing are also can influence their motivation and keep practice in order to increase the students ability in English. It was also agreed by the students, some of them said that it can help them in learning English and be more discipline.

## **2. The way teachers' interpersonal behavior attract students' motivation.**

### 1) Starting the class

Firstly, both of the teachers used leadership, strict, and admonishing interpersonal behavior in starting the class. They opened the class by **giving salutation** and the students has to respond it as the aviation cadet and using English. It aimed to hold the students' attention and understanding about how to report in English, and make the students paid attention, by doing this, students will have eager motivation in learning and practicing it, and also make the students more focus in starting the class. It was proven by the students' interview. They agreed that they have to do the salutation well as an aviation student, and their teacher always can be their role model. Then, they **checked the students attendance list and assignments**, if there are students did not finish it, they would **give a punishment** to the students. it aimed to attract students' motivation to learn and finish the task, it was approved by the students when the researcher asked about the treatment, actually those could attract their motivation in learning English and focus to the lesson.

### 2) running the class

Secondly, both of the teachers used **leadership, helping/friendly, understanding, students' freedom and admonishing** interpersonal behavior in running the class. Almost all of the students (students of teacher A and teacher B) stated that they can understand and paid attention to the lesson because the interpersonal behavior or the way the teachers teach and communicate and teach them were very helpful, on the other hand, the data shown that the students were more discipline and confidence because of the treatments.

### 1) Closing the class

Thirdly, based on the observation both of the teachers used **leadership, understanding and students' responsibility** interpersonal behavior in closing the class. Most of the students stated that the assignment that the teacher give in the end of the class was really helpfull for them in practicing, even in the first time, they felt lazy, but they believe that it was good for them, they stated that the teachers knew about the students ability and character, so that is why the teachers gave them many assignment to help us in studying English, and also they agreed that the teachers have taught them about how to be a good, dicipline, smart aviation students.

## Conclusion

Based on the research findings and discussion in the previous chapter, I put forward the following conclusion:

1. The kinds of interpersonal behavior based in the leary model that the teachers used in teaching English as a Foreign Language in Civil Aviation Safety and Engineering Academy (CASEA) were Leadership, helping/friendly, understanding, students responsibilty/Freedom, admonishing, and strict.
2. The way the teachers' interpersonal behavior attract students motivation were by giving salutation in opening and closing the class, checking the students attandance list and assignment, giving the students a chance to ask question, motivating students to perform, having a good communication, having many rules and showing anger.

## Suggestion

After involving in the research process, including anlyzing the data, I address the following suggstion and recommendations:

1. For the teritary level teachers, it is recomended to have such kinds of interpersonal behavior, such as leadearship, helping/friendly, understanding, student responsibilty/freedom, dissatisfied, admonishing, and strict to be used in teaching and learning process in the class, because every students has different background and

ability. By using those kinds of interpersonal behavior the students can be more diligent, discipline, and understanding the lesson. Although the students are adult, they also need to be motivated by the teacher in learning EFL

2. In teaching and learning process, teacher is better to use their interpersonal behavior in encouraging students' motivation in learning English by giving salutation in opening and closing the class, checking the students' attendance list and assignment, giving the students a chance to ask questions, motivating students to perform, having a good communication, having many rules and showing anger.

## References

- Ahriani. (2011). Interpersonal interaction: Approach in Developing Students' Performance in Writing. Thesis. Makassar: PPS UNM
- Aldhafiri, R. Nada (2015). The role of interpersonal EFL teacher behavior in enhancing Saudi students' learning.
- Brekelmans, M., Brok, P. den, Tartwijk, J. van, & Wubbels, T. (2005). An interpersonal perspective on teacher behaviour in the classroom. In L. V. Barnes (ed.), *Contemporary Teaching and Teacher Issues* (pp. 197-226). New York: Nova Science Publishers.
- Brok, P. den, Fisher, D., & Scott, R. (2005). The importance of teacher interpersonal behaviour for student attitudes in Brunei primary sciences classes. *International Journal of Science Education*, 27(3), 765-779.
- Dornyei, Z. 2001. *Teaching and Researching Motivation*. Longman: Person Education Limited.
- Evans, C. (2004). Exploring the relationship between cognitive style and teaching style. *Educational Psychology*, 24, 509-530.
- Fraser B. J., & Walberg H. J. (2005). Research on teacher-student relationships and learning environments: Context, retrospect and prospect. *International Journals of Educational Research*, 43(1-2), 103-109.
- Fredricks JA, Blumenfeld PC, Paris AH. (2004) School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*.;74(1):59-109.
- Goh, S. C. (1994). Introducing a model of interpersonal teacher behaviour. Institute of Education (Singapore): *Teaching and Learning*, 15(1), 30-40
- Goh, S. C., & Fraser, B. J. (1998). Teacher interpersonal behaviour, classroom environment and student outcomes in primary mathematics classes in Singapore. *Learning Environments Research*, 1, 199-229.
- Harmer, J. (2011). *How to Teach English*. Longman: Person Education Limited.

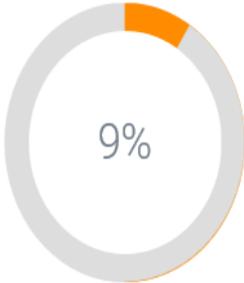
- Herzberg, F. (2003). *One more time : How do you motivate employees?.* Harvard Business Review, 81, 86-89.
- Lawrence, M.V.M. (1997). Secondary school teachers and learning style preference: Action or watching in the classroom. *Educational Psychology, 17*, 157–170.
- Leary, T.F. (1957). *Interpersonal diagnosis of personality.* New York: Ronald Press.
- Levy, J., den Brok, P., Wubbels, T., & Brekelmans, M. (2003). Students' perceptions of interpersonal aspects of the learning environment. *Learning Environments Research, 6*(1), 5-36.
- Maslow, A.H. (1954). *Motivation and personality.* New York : Harper & Row.
- McClelland, D.C. (1985). *Human Motivation.* Glenview. IL : Scott, Foresman
- Miles, M.B. and Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook,* 2<sup>nd</sup> Ed. Thousand Oaks:Sage.
- Rasyid, A. Muh.(2015). Interpersonal Communication that Inspires in EFL Teaching. *ELT Worldwide*
- Skinner, B.F (1953). *Science and Human behavior.* New York : Macmillan
- Watzlawick, P., Beavin, J. H., & Jackson, D. (1967). *The pragmatics of human communication.* New York: Norton.
- Yu T. M., & Zhu, C. (2011). Relationship between teachers' preferred teacher–student interpersonal behaviour and intellectual styles. *An International Journal of Experimental Educational Psychology, 31*(3), 301-31.



- 
- 
- 
- 

artikel-.docx

3 menit yang lalu



Kesamaan