

# LECTURER SELF-DISCLOSURE AND STUDENTS' MOTIVES TO COMMUNICATE IN EFL CONTEXT AT HALU OLEO UNIVERSITY

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## Abstract

*This research was conducted to find out how the students perceived teacher self-disclosure, students' motives to communicate with the lecturer, and how the lecturer's self-disclosure impact on students' motivation. This research was conducted at English Department of Halu Oleo University, and 30 students were selected as the subject of this research through purposive sampling. This research applied descriptive qualitative design. The instruments of this research were questionnaire and interview. Lecturer self-disclosure in this study focused on three dimensions of self-disclosure: amount, relevancy, and negativity. The result of this study showed that amount and relevance in teacher self-disclosure were mostly happen in the classroom. The amount of self-disclosure showed that the lecturer did not use self-disclosure frequently, and the relevance of self-disclosure used by the lecturer showed that the lecturer use self-disclosure through telling experience and relate it to the subject and context of the topic. Whereas there was no negativity disclosed by the lecturer. There were five motives analyzed to find out the students' motives: relational, functional, participatory, excuse making and sycophancy. The researcher found that only two motives that the students mostly used namely Functional and Excuse making motives. Furthermore, teacher self-disclosure impact on students' motivation in the classroom. Students' motivation increased when the lecturer share personal experience, and related to the subject because it makes students more engaged with the subject.*

**Key Word:** Self-Disclosure, Students' communication motives, Students' Motivation

## INTRODUCTION

Teacher communication behaviors including teacher self-disclosure are capable of increasing students' dissatisfaction with the learning process. It is because less productive teacher-student communication as indicated by Domenech et al., (2014), results in negative emotions on the part of the learners. In connection with this, Chory et al., (2014) report a number of students' feelings of injustice and negative emotional reactions can be a result of their teacher's less effective communication behavior. Furthermore, Teacher's self-disclosure does not always lead to reciprocal disclosures from students (Ebersole, McFall, & Brandt, 1977) and, further, that students may disclose more with other students than they do with their teachers

(Myers, 1998). Besides, when teacher's self-disclose is too much and not related to the course content, it will decrease students' motivation and participation in the classroom.

In regard to interpersonal relationship among teacher and students in the classroom, each students show different responses to communicative opportunities around; some seek out opportunities to communicate, while others have their own motives to communicate. According to a study conducted by the National Survey of Student Engagement (2000), only 58% of a national sample of first-year students reported asking questions in class or contributing to class discussions. Forty-five percent of first-year students reported never discussing ideas from classes or readings with a faculty member, and only 50% reported that they had an above average to good quality relationship with their faculty members. Based on the data, it implies that teachers' communication competence in the classroom can impact on students' participation or even students' motivation to learn.

Many cases of self-disclosure in Indonesia focus on self-disclosure through Social Media. Since social media becomes a platform for many people to express themselves, many researchers were interested in finding out self-disclosure of people in social media. However, little investigation conducted in Educational context especially about Lecturer's self-disclosure. Furthermore, College students' motives to communicate will also be investigated in this study. Pearson and West (1991) reported that, on the average, college students ask only three questions per class hour. As such, there may be several reasons why students are motivated to communicate with their instructors that do not include asking questions.

Research findings show that teachers communicate with students about the content, discuss ideas about the lesson and sometimes share their own experiences in life (Mazer et al., 2007). In this case, lecturers use self-disclosure as an educational tool in the classrooms through relating information about themselves to the subject's content they teach. However, in terms of participation, some students are still less participation in the classroom, such as discussion, asking question, and presentation. Thus, this research explored teacher self-disclosure and student motives to communicate. So based on the phenomenon, the researcher is interested in conducting research entitled "*Lecturer Self-Disclosure and Students' Motives to Communicate in EFL Context at Halu Oleo University*".

## **LITERATURE REVIEW**

### **SELF-DISCLOSURE**

Jourard and Jaffee (1970) said, "self-disclosure can be described as act of revealing personal information to others". According to Vogel and Wester (2003) self-disclosure is a process whereby a person verbally reveals private feelings, thoughts, beliefs, or attributes to another person. the researcher defines self-disclosure as the act of expressing self to other people verbally. The content of self-disclosure is not just decided by the discloser, but the context of relationship and the recipient influence what people disclose. Self-disclosure is not considered as an individual construct, in contrary, it is a mutual and reciprocal one.

Self-disclosure is called to be one of the important tools that psychotherapists use to create a deep and successful psychotherapeutic relationship. Thus, if the foreign language classroom is going to be dealt with by a counselor-client (teacher-student) relationship, then, self-disclosure can be used by the teacher as a successful tool. Moreover, by self-disclosure, the teacher can share his/her own experiences with students and they can benefit from those

experiences; and they can know each other in a more effective way. Jourard believed, "I can experience your experience most directly if you disclose it to me" (1971a, p. 78). Because of the fact that self-disclosure is a reciprocal phenomenon, students will disclose their own experiences and problems, so the teacher can help them easier.

Self-disclosure has been the theme of lots of studies in the field of English language learning, and different results have been found. For example, Pishghadam and Askarzadeh (2009) investigated the impacts of teacher's self-disclosure on students' speaking ability and anxiety. Self-disclosure proved to be of great importance in success in speaking ability and creating intimacy in language learning context. Goldstein and Benassi (1994) studied the relation between self-disclosure and students' class participation. The results of this investigation indicated that the positive relation between teacher's self-disclosure and students' class participation was more the result of interpersonal atmosphere made by self-disclosure.

Furthermore, the use of teacher's self-disclosure proved effective on lowering language learners' foreign language classroom anxiety (Hosseini & Tabatabaee, 2010). Serag (2011) investigated the role of self-disclosure in EFL writing by computers which showed that teachers can promote learning autonomy by including self-disclosure in the writing course.

Based on all of the findings, it implies that the use of self-disclosure brings positive outcome in learning environment. Lecturer's self-disclosure should be taken into account in teaching process to encourage the students to participate in learning process.

## LECTURER SELF-DISCLOSURE

Self-disclosure is defined as the process when a person becomes known to others, involving the attitude of love and trust. In educational context, previous researchers have investigated teacher self-disclosure in the classroom. Sorensen (1989) described teacher self-disclosure as teacher's assertions about himself/herself which can be or not related with the educational content. Besides, Goldstain and Benassi (1994) defined it as teacher's sharing personal and professional information with students and colleagues. Moreover, Cayanus and Martin (2008) distinguished three dimensions of teacher self-disclosure: amount, relevance and negativity. The amount of disclosure explains how much and how often teacher uses self-disclosure in the class; relevance includes disclosure which is concerned with the theme of discussion in the class; negativity is associated with negative disclosures to the class. Based on the definition above, the researcher assumes that lecturer self-disclosure is the act of the lecturer in expressing his/her personal things (e.g feelings, experience, beliefs) verbally to clarify specific contents and encourage students to participate in the learning process.

When used appropriately, lecturer self-disclosure can serve as a powerful tool in the classroom. Previous researchers stated that Teacher Self-Disclosure has brought positive impact to the students. Goldstein and Benassi (1994) found that students take a more active role in the classroom when teachers talk about themselves compared with students enrolled in courses where teachers did not talk about themselves. Similarly, when teachers engage in self-disclosure, students report greater interest (Cayanus, Martin, & Weber, 2003). In addition, Wambach and Brothen (1997) found that student's perceptions of teacher clarity and teacher self-disclosure were positively related. Furthermore, Sorensen (1989) reported perceived teacher self-disclosure is positively associated with student perceptions of affective learning (e.g., liking of class and

teacher). More recently, Cayanus et al. (2003) found teacher self-disclosure was related to students' likelihood to engage in out-of-class communication (e.g., talking with teachers during their office hours or in the hallway).

Those positive outcomes shows that lecturer self-disclosure is important to be applied in the classroom. It helps the lecturer to engage the students during teaching and learning process. The students will participate more when the lecturer express their own feelings or telling their own stories to clarify a specific topic, such as telling the students about teacher's experience as a students, or giving tips about how to learn something effectively. Therefore, lecturer self-disclosure is suggested to be the topic in particular subject, such as psycholinguistics or sociolinguistics. It will give the students a knowledge about self-disclosure itself and the benefits of it.

### STUDENTS' MOTIVES FOR COMMUNICATING WITH THE LECTURER

Interpersonal relationship between lecturer and student is important in classroom environment. The success of interpersonal relationship can be seen from the interpersonal communication between lecturer and student. However, we cannot deny that the students are reluctant to participate in the classroom, such as participate in discussion, or asking questions. In other words, there must be motives behind it.

Martin, Myers, and Mottet (1999) have identified five motives students reported for communicating with their teachers: excuse-making, functional, participatory, relational, and sycophancy. Students who are motivated to communicate with their teachers for relational reasons attempt to develop interpersonal relationships with their teachers. Students who are motivated to communicate for functional reasons do so in an attempt to learn more about the course requirements, course materials, and course assignments. Students who are motivated to communicate for participatory reasons want to demonstrate they know the course material. Students who are motivated to communicate for excuse-making reasons do so to explain why assignments are either incomplete or not completed at all. Students who are motivated to communicate for sycophantic reasons want to make a favorable impression on the teacher.

Students' personalities and beliefs impact their motives. Students who are more assertive are likely to communicate for the relational, participatory, and functional motives, whereas communication-apprehensive students are less likely to communicate for those same motives (Martin, Valencic, & Heisel, 2001; Myers, Martin, & Mottet, 2002b). Verbally aggressive students report communicating less frequently for the functional motive (Edwards & Myers, in press) than verbally non-aggressive students do. Moreover, students who believe they can make an impact communicate more for relational and participatory motives than they do for other motives (Weber et al., 2005).

In addition, students' motives are related to their classroom behaviors and learning. For example, students who say they communicate more frequently for the relational, participatory, and functional motives report greater affective and cognitive learning (Martin, Mottet, & Myers, 2000) than their counterparts, who do not report they communicate for these motives. Further, Myers, Martin, and Mottet (2002a) found that students who communicate more for the functional motive are more likely to use overt information-seeking strategies than those who do not

communicate for the functional motive. Finally, when students communicate more with their teachers in the classroom, they also have more out-of-class communication with their teachers (Knapp, Martin, & Myers, 2005).

## STUDENT'S MOTIVATION TO LEARN

Motivation to learn or learning motivation is defined as internal psychological process (Keller, 2008; Lee, 2010), which stimulates the student to see learning as a value (Combs, Luthans & Griffith, 2009; Glynn, Aultman & Owens, 2005; Keller, 2008) and to take actions while reaching learning goals (Ames & Archer, 1988; Glynn, Aultman & Owens, 2005; Keller, 2008; Ryan & Deci, 2000). However, the process of teacher's self-disclosure is the best explained by decision making model. By this model, the focal attention is paid to the teacher's disclosure which emerges through realizing teaching/educational program at school (Zhang, Shi, Tonelson & Robinson, 2009). Similarly James (2009) points out that teacher's decision to disclose oneself attitudes is based on decision to include himself or herself into the educational program. Therefore teacher's disclosure in the educational process is comprehensible as informal feature, which is associated with physical, social and intellectual circumstances (Zhang, Shi, Tonelson & Robinson, 2009).

Goldstain and Benassi (1997) notes that teacher's self-disclosure can come through discussions, the content of the lesson or answering questions asked by students. According to this, teacher has to make a decision whether: the disclosure is understandable for students, relevant at the moment of disclosure (Zhang, Shi, Tonelson & Robinson, 2009), and corresponds with the norms of the class (Goldstain & Benassi, 1994). Before disclosing to the class teacher also should assess cultural aspects, students gender, their emotional state and their level of the learning (Zhang, Shi, Tonelson & Robinson, 2009).

## METHODOLOGY

The researcher applied descriptive qualitative design. Descriptive qualitative design is used to comprehend and enlighten the existing phenomena experienced by the subject of the research, such as attitude, perception, motivation, action, etc. In a holistic way, and by describing words and language, on expected particular context and by using such kinds of accepted method. Descriptive qualitative data are usually collected by questionnaire, surveys, interviews, or observations.

Hence, the researcher applied this research design to collect, analyze and interpret data which appropriate with the purpose of this research in order to find out how the students perceive lecturer's self-disclosure, students' motives to communicate with the lecturer, and the impact of lecturer's self-disclosure on student's motivation to learn in the classroom.

## SUBJECT OF THE RESEARCH

The participants was the sixth year students in the Department of English Education at Halu Oleo University during the academic year 2018-2019. There were 30 students as the subject of the research. To determine the subject in this research, the researcher applied purposive sampling technique. Creswell (2012) stated that purposive sampling technique is one of the techniques used to determine the participants by considering something.

## DATA COLLECTION METHOD

The data of this research was collected by using two instruments (questionnaire and interview). The researcher used those instruments to answer the research questions.

### a. Questionnaire

The researcher employed a questionnaire to collect the data of how the students perceive lecturer's self-disclosure, and student motives to communicate. The researcher used Teacher Self-Disclosure Scale (Cayanus & Martin, 2008). There were 14-items instrument that asks students to report their perceptions of lecturer's self-disclosure in the classroom. Besides, Motives for communicating with the teacher was also analyzed using the Martin, et al. (1999), and there will be 30 items to measure.

### b. Interview

Interview was conducted to get the data that supported the data from the questionnaire. In this case, it is conducted to find out the data about the student's point of view on lecturer's self-disclosure, students' motives to communicate with the lecturer, and how lecturer's self-disclosure motivate them to learn.

In order to conduct the interview, the researcher used semi-structured interviews with the specific question to be asked and it was developed based on the researcher's need. A semi-structured interview is one where the interviewer has a clear picture of the topics that need to be covered (and perhaps even a preferred order for these) but is prepared to allow the interview to develop in unexpected directions where these open up important new areas.

## Data Analysis

In analyzing the data, the researcher followed some steps which deal with the procedures in analyzing qualitative research data. According to Gay et al (2006:469), the process of analyzing the qualitative research data consists of three steps, namely reading/memorizing, describing and classifying. Therefore, the researcher adopts and combines these steps in order to get the comprehensive and suitable procedures/steps in analyzing the data based on the objectives of the research.

In the phase of data condensation, the researcher reduced the obtain data by omitting irrelevant data and choosing the needed data, field data collection, selection and data classification. The second analysis activity is data display. The display means organized information that leads the researcher to draw conclusion. Data display shows up based on the researcher focus. It includes displaying data written text. Finally, conclusion drawing and verification involves the researcher in interpretation: drawing meaning from display data. In this period, the researcher tries to understand the data that already exist and then do the verification or selecting data in accordance with what is expected by the researcher or research variable.

## RESULT

The data of this research obtained through questionnaire and interview. This research is aimed to find out how the students perceive lecture's self-disclosure, students' motives to communicate with the lecturer, and how lecturer self-disclosure impact on the students' motivation. In analyzing lecturer's self-disclosure, a questionnaire about students perception on lecturer's self-disclosure was given to the students. There were three dimensions of lecturer self-disclosure: amount, relevance, and negativity.

## Students' Perception on Lecturer's Self-Disclosure

The result of the questionnaire showed that among the three dimensions, amount and relevance were found in this research. It was proven through the data of the questionnaire that for the first dimension, which is amount, majority students agree that the lecturer used self-disclosure through telling personal experience and relate it with the topic. This is also supported with the data from the interview stated that *"sometimes when she was giving example, she told us about her daily life, she told us about her story which related to the subject"*. Another interviewee also stated that *"when she was teaching, or she was the one who has responsibility with the subject, she did not only teach the subject, but she also talk about her experiences, either about herself or the experience that she ever read"*. Based on the result of the questionnaire and the interview, the research assumed that the lecture used self-disclosure through telling experiences, and relate it to the topic.

The second dimension, the data of relevance showed that majority students agree that the lecturer tend to use self-disclosure to relate it to the topic of the subject. This is also proven through the data of the interview that the students stated that *"...for example, when she was teaching basics management especially about the criteria of leadership, she tried to relate it with her experience when she was in America about the importance of honesty..."*. another student also stated that *"yes, sometimes when she was giving example, she told us about her daily life, she told us about her story which related to the subject"*. Other student also stated *"when she was teaching, or she was the one who has responsibility with the subject, she did not only teach the subject, but she also talk about her experiences, either about herself or the experience that she ever read"*. Therefore, the researcher concluded that the students were engaged with the lesson when the lecturer tried to tell her experiences and associated it with the topic of the subject.

The third dimension, the data showed that majority students tend to disagree about negative self-disclosure of the lecturer. the researcher assumed that there is no negative self-disclosure from the teacher. however, the researcher found that the students' motivation decreased when the lecturer spend much time on self-disclosing. One of the student said that *"I like the story about experience, but I what I dislike is that, the lecturer spend much time too much, so the lecturer take additional time for the next subject"*. Therefore, self-disclosure could have disadvantages when it is used during the teaching process.

## Students' Motives to Communicate

There were five motives investigated in this research: relational, functional, participatory, excuse making, and sycophancy. The students' motives were identified through questionnaire.

Based on the findings, it is found that in relational motive, majority students dislike to use relational motives. The researcher assume that the students who dislike to build interpersonal relationship were afraid to communicate with their lecturer. In functional motives, the researcher found that there are many students who tend to use functional motives to communicate with the lecturer. Functional motives can make the students more motivated to study because they want to learn and get knowledge from the lecturer. In participatory motives, the researcher also found that there were some students use participatory motives to communicate with the lecturer, but majority students dislike to use participatory motives to communicate with the lecturer. It can be implied that there were only a few students who

participate in the classroom. excuse making motives, the researcher also found that there were several students like to use excuse making motive to communicate with the lecturer, but there were many students who did not use excuse making motives. The last findings is that sycophancy motives. It refers to the way the students communicate through giving impressions. The researcher found that there were some students like to use sycophancy motives, but there were also many students dislike to use the motives to communicate with the lecturer.

Based on the explanation above related to the students' motives, the students use all the motives to communicate with the lecturer because every students have different needs. However, majority students tend to choose functional motives in order to get more knowledge and information from their lecturer.

### Impact of Lecturer's Self-Disclosure on Students' Motivation

#### a. Increasing Students' Motivation to learn

Based on the findings of this research, the researcher found that lecturer's self-disclosure increase students motivation in the classroom. The students were motivated when the lecturer talk about their experience. Based on the interview with one of the students, she said that *"....I like when it is about life"* this statement implied that the lecturer like to tell experience about life and it gives a good value for the students. Another response from the students said that *"...for example, my lecturer talked about her son who is still a kid which is really different from us as an undergraduate students, but her son wanted to go abroad. Whereas many people do not have willingness to study abroad, but my lecturer always encourage her son to study..."*. The statement shows that the student can take a lesson from the experience and study hard to achieve their dream such as study abroad.

#### b. Understand the Lesson Easily

Based on the data from interview with the students that their lecturer like to relate their experience with the lesson. For example, when the students were learning about cross-culture understanding, the lecturer tried to relate the lesson with his experience when he go abroad. One of the student said that *"...he also relate his experience with the lesson...for example in this semester he teaches cross cultural understanding, so he relate the lesson with his experience..."*. This statement implied that the lecturer took the real example from his experience and relate it to the topic. Another response from the student also said that *"I was really motivated, for example, when she was teaching basics management especially about the criteria of leadership, she tried to relate it with her experience when she was in America about the importance of honesty, so It was awesome."* The statement shows that the students were engaged when the lecturer relate the topic about basics management and relate it with the importance of honesty in leadership. It shows that relevancy in teacher self-disclosure really engage the students' motivation.

## DISCUSSIONS AND CONCLUSION

After analyzing the data based on the three dimensions of self-disclosure used by the lecturer namely amount, relevance, and negativity, the researcher found that the teacher self-disclosure were used by the lecturer in the classroom. Amount refers to how much and often a



teacher uses self-disclosure in the classroom, Relevance involves the disclosure relating to the topic of classroom discussion, and Negativity entails disclosing “bad” things in the classroom.

a. Amount.

Based on the findings of this research, the researcher found that majority students agree that the lecturer used self-disclosure through telling experience or giving opinion about something. The lecturer use self-disclosure through telling experience to engage the students in the classroom. Telling experience or stories in the classroom can increase student participation (Goldstein & Benassi, 1994), and to increase affective learning (Sorensen,1989). The amount of teacher self-disclosure in the classroom gives a good value for the students, because they can take something from it. for example, telling experience when the lecturer study abroad. Telling experience about life also give the students a lesson to understand about life. Therefore, the researcher implied that it is important to encourage the students with something that can increase their motivation and participate in the classroom such as telling experience is a good way to be applied in the classroom.

b. Relevance

When teachers are relevant in their self-disclosures, students seemingly are more motivated to play an active role in the learning process than when teachers’ self-disclosures are not relevant. Students do not see their teachers as just telling stories. Instead, they appear to view relevant self-disclosures as their teachers’ attempts to create a positive, open learning environment. In addition, when the teacher’s self-disclosures are not relevant, students are less likely to communicate in the classroom.

The researcher found that the students were motivated when the lecturer talk about her experiences. For example, in the findings the lecturer talk about her experiences when study in America and talk about the importance of honesty. The lecturer tried to relate their lesson which is basics leadership and connect it with her experience. In this case, the lecturer teach the student how to be a good leader through having honesty. It shows that relevance in self-disclosure is effective when the lecturer use it to teach a particular subject.

c. Negativity

Negativity in teacher self-disclosure is something hindered by most of the lecturer. It is because negative self-disclosure can bring bad perceptions from the students about the lecturer. According to Cayanus, Martin, & Goodboy (2009) they stated that although teachers may be expected to avoid self-disclosing information that is overwhelmingly, there might be negative consequences to only or mainly revealing information that is complimentary. Students might feel inferior to their teachers. Students might also perceive that their teachers are narcissistic. In this case, The lecturer should know when the best time to use self-disclosure, because when there are too much disclosure it can decrease the students motivation to learn in the classroom. Cayanus (2004) suggested, teachers should be more aware of the importance of some self-disclosure and incorporate it into their instruction.

The researcher also analyzed the students’ motives to communicate with the lecturer. Based on the findings of this research, the researcher focused on five motives: relational, functional, excuse making, participatory, and sycophancy. Relational motives related to the

interpersonal relationship between students and their lecturer, Functional motives more refer to the way the students obtain information from their teacher, Excuse making motives related to the way the students communicate with the teacher to explain their problems with their teacher, Participatory motives more refer to the participation of the students during teaching and learning process, Sycophancy motives referred to the way the students communicate with their teacher by giving impression.

a. Relational motives

Relational motives is conveyed to build relationship between lecturer and students. The findings shows that there were majority students dislike to use relational motives. The researcher assume that the students who dislike to build interpersonal relationship were afraid to communicate with their lecturer.

b. Functional Motives

In functional motives, the researcher found that there are many students who tend to use functional motives to communicate with the lecturer. Functional motives can make the students more motivated to study because they want to learn and get knowledge from the lecturer.

c. Excuse Making Motives

The third motives is excuse making motives, the researcher also found that there were several students like to use excuse making motive to communicate with the lecturer, but there were many students who did not use excuse making motives.

d. Participatory Motives

The fourth is participatory motives, the researcher also found that there were some students use participatory motives to communicate with the lecturer, but majority students dislike to use participatory motives to communicate with the lecturer. It can be implied that there were only a few students who participate in the classroom.

e. Sycophancy Motives

The last findings is that sycophancy motives. It refers to the way the students communicate through giving impressions. The researcher found that there were some students like to use sycophancy motives, but there were also many students dislike to use the motives to communicate with the lecturer.

Based on the explanation above related to the students' motives, the students use all the motives to communicate with the lecturer because every students have different needs. However, majority students tend to choose functional motives in order to get more knowledge and information from their lecturer.

Regarding with the impact of lecturer self-disclosure and students' motivation, based on the findings that lecturer's self-disclosure increase students' motivation in the classroom. the self-disclosure of the lecturer were conveyed through the lecturer's personal experience. the students were really engaged with the experience and get valuable lesson about life. The researcher also found that lecturer's self-disclosure helped the students understand the lesson

easily. The lecturer's self-disclosure relate to the topic of the lesson so that the students feel like the content can be understand easily.

Based on the findings and discussions, the researcher found that there are three dimensions of teacher self-disclosure: amount, relevance and negativity. The researcher found there were only two dimensions of self-disclosure that were used by the lecturer namely amount and relevance. The amount and relevance were used to engage the students' motivation to learn in the classroom. The lecturer use self-disclosure through telling experience and relate it to the subject. However, as the researcher have explained in the discussions the lecturer should know the best moment to use self-disclosure to hinder the decrease of motivation from the student. Moreover, the researcher also found that the students use all the motives to communicate with the lecturer such as relational, functional, excuse making, and sycophancy motives. However, the students tend to use functional motives. Furthermore, the lecturer's self-disclosure also gives impact on students motivation. It increases students' motivation in the classroom through the lecturere's personal experiences, and make the students more engaged with the subjects because the lecturer related the personal experience with the subject.

This research also has limitation in getting the result that the use of self-disclosure was not frequently use by the lecturer, so the researcher find out the self-disclosure through interview. The result of interview helped the researcher to get more information about self-disclosure that was used by the lecturer. Moreover, for the further researcher, the students' motives need more investigation in order to get other motives.

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