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Research Article

Interplay of Teacher Talk and Learners' Motivation in Learning English: A Psycholinguistic Study

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Many cases of learners failing to obtain learning materials from their teachers are due to a lack of contact or engagement between the teacher and the learners. This indicates that if a teacher communicates knowledge to students in the appropriate way, all subjects, including citizenship, will be easily understood. Indirectly, the teacher talk is based on Flanders, it can improve the student's morale or motivation to learn the given material. A learner's motivation to learn can come from goals or encouragement to achieve desired results. This research aimed to study the interplay of teacher talk and learners' motivation at Watang Pulu's 6 high schools in Sidrap, South Sulawesi, Indonesia. This paper presented some questions which are as follows: (1) what is the analysis of teacher talk in English learning? (2) What is the learners' motivation of English at senior secondary education? (3) What is the interplay of teacher talk and learners' motivation in learning English? This study applied a quantitative and qualitative mixed-method design. Data were collected through video, observation, and questionnaire surveys of three classes in 6 high schools of Watang Pulu in Sidrap. The results showed a significant interplay between teacher talk and learners' motivation in learning English, and all the seven types of teacher talk were found. Amongst them, asking the question is the most frequently used interactive method by teachers. From the learners' observation, about 70.53 % of learners could be categorized in the high interpretation of motivation.

1. Introduction

1.1. Background. Teachers play a very strategic and decisive role in educational success, and when education goes wrong, teachers are often targeted [1]. Behind all these, several factors can affect the learning process of learners, among which the level of individual intelligence, teacher behavior, motivation, and not forgetting the interest in teaching learners; of the four factors, teachers can provide motivation that can support education. A learner can be interested and encouraged to concentrate on learning or withdraw from teaching and learning activities because of fear or anxiety. It is wrong due to the teacher's mistakes in applying his behavior [2–4].

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of

something, providing with knowledge, and causing to know or understand" [5]. Teaching means giving instruction, trying to help learners learn something, and make them understand the knowledge they have learned. Teaching is guiding, facilitating, learning, enabling the learners to learn, setting learning conditions [6–8]. These definitions mean that, in the teaching process, the teacher provides necessary information for facilitating the learners and guides, motivates, and counsels the learners to understand the lesson.

To realize the performance effectively and optimally, teachers must have adequate knowledge of the characteristics of learners and apply what they know inappropriate concrete actions [9, 10]. Furthermore, teachers must also have high motivation to teach the characteristics of learners,

both the cognitively and practically [11]. Many learners experience confusion in receiving lessons because they cannot digest the material provided by the teacher [12, 13]. As it turns out, the failures of learners to digest information from their teachers are caused by the delivery of less gratified material so that learners can receive the subject matter delivered by the teacher. On the contrary, if the teacher speaks easily understood and digested and wants to respond to the activeness of learners in learning, then all lessons will feel very easy and fun. Teachers are also happy because they have learners who are all intelligent and can succeed at the type of intelligence they have [14, 15].

Teacher talk is employed in school when an educator conducts instruction, cultivates their intellectual and managing classroom activity. Poor interaction between teacher and learner may be a common failure in learning English. Classroom interaction is concentrated totally on whole-class interactions between the teacher and learners [16, 17]. Teacher talk can also foster the spirit or motivation of learning learners towards a subject. The ideals of encouragement cause learning motivation in learners to obtain the expected results.

In the process of learning, motivation is needed. According to Hamalik [18], motivation determines the success or failure of learners learning. Teaching without motivation will be very difficult to follow. Hence, teachers are needed to familiarize learners with learning activities in groups to open up more interaction opportunities between learners so that new idea discovery opportunities are more open by Bioner [18]. Teacher talk is required to support more pedagogical interaction as this activity increases learners' motivation.

Bal-Taştan et al. [19] stated that motivation is a desire to get a new challenge to explore and learn. In this decade, research mentions that the influence of the teaching context in the purpose of orientation mentions that learning motivation focuses on the rules in the classroom, specifically in teaching tasks, assessments, and learning strategies. Motivation also has an important role in how the learners learn. There are many factors affecting motivation, such as age, gender, goal, and attitude, which are internal, and positive and negative feedback by the teacher, expectations, rewards, and confidence, which are external [20, 21]. The teacher needs to prepare activities appropriate to the learners' age, level, and sex to keep them motivated. Motivation is some internal drive that encourages somebody to pursue a course of action.

When studying motivation, Boekaerts and Simons stated that educational researchers often distinguish between motivational personality traits and situation- or subject-specific motivation [22, 23]. Although both elements may be affected by education, in the present study, we focus on the latter of the two. Following Boekaerts and Simons, subject-specific motivation is defined here as "an organized structure of values, attitudes, and conceptions a student has towards a specific subject or knowledge domain." The structure results from the generalization of feelings, thoughts, and intentions towards a certain school subject. Researchers have distinguished differently between elements of subject-specific

motivation, but most have ended up with four separate, though interrelated elements [23, 24].

Motive is a person's impulse or force that encourages them to do or behave in order to achieve a certain goal, while motivation is the driving force that an individual has that motivates the ability to perform an action or something that is the basis or reason for a person to act or do something. Motivation enables someone to direct an action or his behavior and choose the purpose of learning. What is felt can be useful for individual. Motivation encourages an individual to do something, but comes from motivation. It cannot be directly observed or seen, which can be seen in something that comes directly from motivation, in the form of actions and attitudes. Individuals can be said to be successful in the process of learning to teach when inside the self. The individual has a desire to learn because if the individual does not understand what to learn and why it is to be learned, then the process of teaching and learning is very difficult to achieve successfully. Desires or impulses that an individual has is what is called motivation, there are motivations. Someone will be encouraged to do a job to achieve goals and objectives because it has confidence and awareness of the good and the benefits. For students, this motivation can be said to be very important because having motivation creates behavior. Students move in a positive direction, so they can face problems [25–27].

Entering the endemics at mid-2021, the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs have launched a Guide for The Implementation of Teaching for Early Childhood Education, Primary Education, and Secondary Education during the COVID-19 epidemic online in Jakarta. The publication of the guide was warmly welcomed by stakeholders in the region. Many districts said they were prepared for face-to-face learning in a limited number, but with caution. The guide that was launched today can be a reference for all regions so that limited PTM can be held safely and comfortably for all school residents, families, and surrounding communities. This is aimed at overcoming the various barriers to online learning found in the field in order to reduce the quality of education during the pandemic.

During the pandemic, one of the obstacles found in learning at 6 Sidrap high schools was poor Internet access; therefore, the teachers and learners could not take full advantage of Zoom media or Google sessions as study rooms. Hence, to carry out learning, teachers, especially English teachers, use WhatsApp group more as a learning space, and as a result, learning is not optimal, and this fact makes students' learning motivation decrease through a limited face-to-face system which is expected to be able to overcome learning problems during the pandemic, but the new challenge of teachers in this endemic period teachers must make good use of time because in this limited face-to-face system, in addition to the number of learners study groups in one class divided into two sessions in each week with a duration of one hour. Therefore, English teachers become more active in delivering materials. This is expected to improve students' learning ability, especially in terms of motivation [28].

³⁵ Based on the fact above, the teacher talk in the classroom is a very important issue to the research. The lack of teacher attention in improving the quality of teacher talk can be a fatal problem if ignored, and learners' motivation needs to be known by teacher to avoid things that can make communication or interaction of learning less comfortable; through research, also the teacher can better understand what is needed by the learners. In line with the background above, in this study, the writer is interested in analyzing the interplay between teacher talks and learners' motivation to learn English. It aims to give reference to other researchers and English teachers.

1.2. *The Purpose of Study.* The paper aims to analysis of teacher talk and learner' motivation in learning English through a limited face-to-face system in endemic period. Secondly, the research paper evaluates the interplay of teacher talk and learner' motivation.

2. Review of Related Literature

2.1. *Concept of Teacher Talk.* ² Talk is one of the major ways for the teacher to convey information to the students, and it is also one of the primary means of controlling the students' behavior. Since the teacher does too much ⁷ talking, it will be useful for the teacher to study their talk. Teacher talk (TT) refers to a talk that a teacher speaks to a learner ⁷ in a second or foreign language learning class. In the English classroom, language is not only the goal of learning but also the medium of teaching. So, the proper use of teacher talk will have a positive or negative effect on language learners' language output. Here is what the teacher talk experts understand about the material as follows.

Perception is conducted by developing an understanding of the social context from the data we get through our senses. So, perception refers to the process by which we create the impression by our measurement. In terms of teacher perception on teacher talk ⁴⁴ it refers to teacher's thoughts about what they have done in the classroom when they conduct the teaching-learning process, especially their kind modification of ² speech in classroom interactions [29–31].

The teacher talk is the kind of language used by the teacher for instruction in the classroom. In a specific way, teachers talk about the importance that teachers use when speaking to L2 students in the classroom. When trying to communicate with students, teachers often simplify their presentations [32–34]. ³

In addition, Yanfen and Yuqin as cited in [35] defined teacher talk as the most language used by the teacher in the classroom to provide directions, describe activities, and examine students' comprehension toward the lesson being taught and learned. In relation to this definition, Walsh as cited in [35] alluded that teachers' choice of language and their capacity to control the language use they need to help or hinder learners' participation in classroom interactions. Besides, the teachers' verbal behaviors improve the level of learners' participation such as applying open and direct approaches to error correction, using of real-life

conversational language appropriately when giving feedback, allowing extended wait-time for learners' responses, scaffolding by providing needed language to pre-empt communication breakdowns, and offering communication strategies to maintain and extend learners' turns [36].

To analyze the teacher's language in the classroom, researchers used Flanders' interaction analysis by Flanders. The Flanders system of interaction analysis is used to determine whether a teacher is indirect or direct in his approach to motivation and control in the classroom. The system describes, rather than evaluates, teacher's behaviors in the order in which they occur, in any subject at any level. It does not, however, include nonverbal behaviors and student-student interaction. A review of ten studies using the system in science classes provides evidence that the technique is useful for identifying some aspects of science teacher effectiveness. But, because of the limitations of the research design and the Flanders system, contradictory and inconsistent results, and inadequate descriptions of the design in many studies, no clear relationship between teaching style and teacher effectiveness can be shown. Recommendations concerning appropriate criterion measures, modifications of Flanders' system, research design and reporting, and further questions for analysis, arise from the review [37–39]. ²¹

Meanwhile, the types of teacher talk based on FIAC [38] in direct and indirect interactions at the classroom are as follows:

- ¹ (1) *Accepts Feeling.* Accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
- (2) *Praises or Encourages.* Praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uhhuh?" or "go on" are included.
- (3) *Accepts or Uses Ideas of Student.* Clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
- (4) *Asks Questions.* Asking a question about content or procedure with the intent that a student answer.
- (5) *Lectures.* Giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions.
- (6) *Gives Directions.* Directions, commands, or orders which a student is expected to comply.
- (7) *Criticizes or Justifies Authority.* Statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.

2.2. *Concept of Motivation.* English is one of the thousand ³¹ of languages used and spoken in many countries. As an international language, English is considered the first foreign

language in Indonesia. It is taught at all levels of formal education, from kindergarten to university, including nonformal education. Learning English is difficult, so it is important to motivate yourself to learn it. Motivation comes from our self and social life to do things to achieve our goals. Motivation consists of attitudes and effective statements that can influence the learner and relate to the level of effort in learning the target language [33, 40, 41].

Motivation played a small role, depending on factors such as self-confidence, classroom condition, passion, and the role of the student's teacher in the classroom. The results show the importance of the fact that we cannot move forward if these factors are not properly treated. We find that most of the non-English fluent students can still write well. The behind-the-scenes reality is that we are failing our language teachers to work with our students. Teachers use the same practices that cannot help motivate students in English lessons. If a student fails, they lose confidence and cannot learn a foreign language [42–44].

Motivation in second language mastering is a complicated phenomenon that may be described for two factors: newcomers communicative desires and their attitudes towards the second one language community. If newcomers want to talk the second one language in a huge variety of social conditions or to meet expert ambitions, they may understand the communicative cost of the second one language and could consequently be stimulated to collect talent in it. Likewise, if the learner has a good opinion of the audio system of the language, they may need to have additional integrative and instrumental motivation to master the language learning goals and cultural objectives [45–47]. Research has proven that those styles of motivation are associated with achievement in second language mastering.

In educational programs, intrinsic motivation is considered stronger than external motivation. Intrinsic motivation is believed to lead to better learning outcomes than extrinsic motivation. However, in EFL courses, the involvement of most language learners in learning activities is driven by external motivation. Teachers should support their learners in finding motivation and finding their own motivational processes. The motivation for this study points to what attracts students. The reason can be from the students' intrinsic motivation or extrinsic motivation. A widely cited distinction of motivation in learning a language is intrinsic motivation and extrinsic motivation, whether it comes from inside and outside [48, 49].

3. Research Method

The research method used in this study was a mixed-method design. In dealing with the research design, the researcher used qualitatively to analyzing types of teachers talk by Flanders' interaction analysis categories (FIAC) which are seventh coding categories of interaction, such as lecture, giving direction, and criticizing of justifying authority as direct talk while excepting feeling, praise or encouragement, accepting or using ideas, and asking questions as indirect talk (Flanders, 1970). The data of

quantitative to some calculations of percentage, interpretation of motivation categories (Best 1981), and to find a relationship between teacher talk and students' motivation in learning, researchers used questionnaires as instruments, and to measure questionnaire results, respondents were given several alternative answers. Alternative answers are in the form of statements: strongly agree, agree, neutral, disagree, and strongly disagree; all data obtained from the questionnaire tested for validity, reliability, and regression.

The participants in this study were teachers and learners at 6 high schools at Watang Pulu in Sidrap. The researchers used random sampling techniques with 95 respondents and 2 English teachers. As for the two English teachers in this study, they consisted of females and males.

Data were collected through video, observation, and questionnaire surveys. Qualitative data were done using QSR NVivo 12 software. Bandur noted that very rich qualitative research data from various sources with multiple data collection techniques were analyzed in QSR NVivo 11 software and quantitatively analyzed by SPSS 23.0 [50].

4. Results and Discussion

4.1. Results

4.1.1. The Analysis of Teacher Talk. From the observation and video recording of two meetings for two English teachers of 6 Watang Pulu High Schools in Sidrap, Figure 1 shows the result of teacher talk based on coding guidance of the types of teachers talk by FIAC in the percentage of Mr. S showing that asking the question was the most dominant type of teacher talk applied to English classroom interactions with 39.29 %. It is followed by teaching categories about 35.71 %, while the percentage of Mrs. RS (Figure 1) shows that the question was the most dominant teacher talk applied to English classroom interactions with 44.44 %. It is followed by praises of encouraging categories about 27 %.

Based on the recording and classroom observation results, it can be drawn that, of the seven categories of teacher talk from two English teachers, asking questions was the most frequent category used by a teacher in classroom interaction (39% for Mr. SH; 44% for Mrs. RS). This means that English teachers are always asking questions of learners. Asking the question was used because some of the learners were not talked or not active in the classroom and passive if not given questions; therefore, the teacher had to give many questions to make the learners more active in the classroom interaction. This finding is comparable to that of Sukarni and Ulfa, who found that the teacher talk category was utilized the least by teachers in classroom interactions and that the most common category of teacher discourse was asked questions and the majority of the learner talking time is spent responding to the teacher's queries or lectures [51].

The result of the frequency distribution of learners' motivation data is shown in Figure 2.

To identify categories of tendencies or low learners' learning motivation in this study is based on four categories

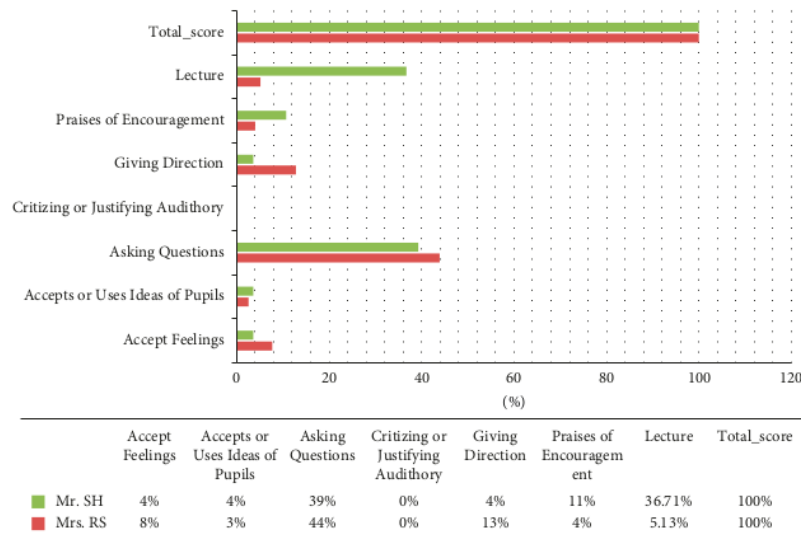


FIGURE 1: The frequency of teacher talk.

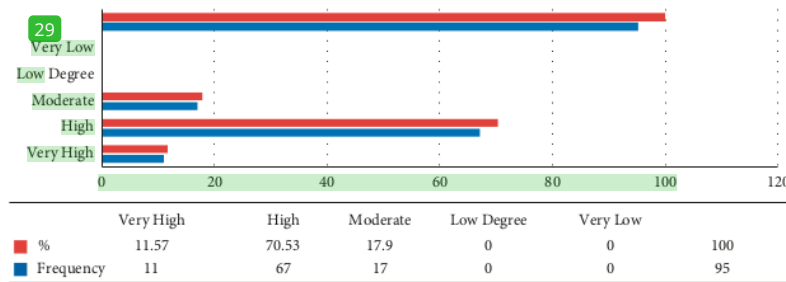


FIGURE 2: The learner's motivation.

(Figure 2). The data trend distribution of the learning motivation variable shows that the learning motivation classification of the 6 Watang Pulu high school learners in the 2021/2022 school year is very high. This can be seen from the percentage of learners with a teaching motivation of 70.53% for the high category. The findings of this study support previous findings that eLearning and free online resources in Southeast Asia provide a motivating learning environment that enhances ⁴⁶ critical and analytical thinking skills and supports social interaction between learners and teachers, as well as between learners [52] and specifically study English learning, particularly spelling, for primary school children in Malaysia, and discovered that learners' enthusiasm has increased, and they can alter their learning speed based on their own capacities. In our study, we discovered the same thing, although the percentage of its appearance was different. It is still small, and it is dominated by kids with above-average ability [53].

4.1.2. The ⁴⁷ play of Teacher Talk and Learners' Motivation in English. The validity of the obtained questionnaire results was tested using SPSS for Windows application. A statement item significantly related to the total score indicates that the item is valid. In this study, we used 95 respondents, and it can be known that the R-table is 0.168. The value computed by the R-score must be larger than the table to be said to be valid.

The variable of teacher talk consists of 10 statements, and after testing for validity, the results obtained from consecutive items 1 to 10 are 0.414, 0.434, ¹³ 8, 0.396, 0.317, 0.363, 0.614, 0.739, 0.667, and 0.765. From the results of the validity test in the table above, there are 20 questionnaires containing these two variables, which were filled out by 95 respondents in this study. One way to find out which questionnaires are valid and which are not, we have to find out the table first. The formula for the R-table is $df = N - 2$ so $100 - 2 = 98$, so the R-values shown from ten items are greater than 0.168 for the R-table. While the results obtained for the motivation

variable were 0.562, 0.406, and 0.398, the items showed that the R-table had an R-value greater than 0.168.

4.1.3. Reliability. This study must be tested for reliability consistent or questionnaires in the studies used to measure the effect of variable X with variables Y before reliability testing, and there must be basis. The reliability test results of teacher talk variables and learners' motivation are reported in Table 1. These two variables have 20 points for statements and 2 points for a total score. The statement that after being tested gets the following results:

After analyzing a reliability test (Table 1), it was known that Cronbach's alpha results from the data results on teacher talk variables were 0.724, and in learners learning motivation, it was 0.703, which is greater than 0.600. Therefore, it can be said that the measuring instruments in this study are reliable.

4.1.4. Regression Test. In the analysis of many linear regressions, there are tests that we are familiar with hearing, namely, the T test and the F test. Here, we will discuss about the F test or about how to read the F table value. The F test is a test used to determine whether a model is declared or not. It is also often called the goodness of fit. If the model is declared unfit, then the analysis is not actually forwarded first, but modified first so that the model becomes feasible, for example, by transforming the data, removing data outliers, adding data, or may be by adding or subtracting study variables. The important point is that everything must be done based on the study of existing theories.

After knowing the degree of influence of teacher talk attendance (x) on students' motivation (Table 2), we can see through the summary model in Table 2, that is, the R-squared value is 0.178. Thus, it can be concluded that the magnitude of the influence of teacher talk attendance on student learning motivation is $0.178 \times 100\% = 17.8\%$. The remaining 82.2% were influenced by factors other than the variables of this study.

Hypothesis testing in this study to know the influence of teacher talk on the learning motivation of 6 high school learners in Watang Pulu. data analysis technique in this study, simple linear regression, was processed using SPSS 23.0. The following simple linear regression equation is derived from Table 2 $Y = 32,659 + 0.422$. The equation shows that the regression coefficient of independent variables is positive, meaning that teacher talk variables significantly affect learners' learning motivation.

The results of hypothesis testing in this study are in the T test (Table 3). The value of the T test is 4,490 with a probability value (sig) of 0.000. It means that H_0 is rejected because the sig value is < 0.05 . H_1 was accepted, and it means that there is an interplay of the teacher talk (X) and the learners' motivation (Y). In F test, the value of F is 20.158 with a significance value (sig) of 0.000. It means that H_0 is rejected because the sig value is < 0.05 , H_1 was accepted, and it means that there is the interplay of teacher talk (X) and learners' motivation (Y). The R-square value for the coefficient of determination test is 0.274. It showed that the

determinant coefficient (interplay) X and Y is 0.282. The result means that 27.4% of learners' motivation variables (Y) can be explained by teacher talk variables (X), while other variables outside the model explain the remaining 71.8%.

As Table 4 shows, F is calculated to be 13,106. While the F value of the table is viewed based on the value of df. In the third column of the first row, the value of df is 1, which is equal to the number of free variables. While the value of df on the second row is $N - \text{free variable} - 1$ or $95 - 1 - 1 = 93$; therefore, the value is 2.85, it appears that $F_{\text{count}} < F_{\text{table}}$ or $13.1063.94 < 3.94$. It is stated that the model is feasible.

4.2. Discussion

4.2.1. The Analysis of Teacher Talk. The discussion of the data gathering results is presented in this section. Its goal is to use FIAC systems techniques to analyses of teacher talk. There are further subcategories that depict the entire classroom interaction. Based on the observations of two English teachers, it was found that the types of teachers talk by FIAC shows that asking was the most dominant type of teacher talk applied to English classroom interactions then followed by teaching categories and praises of encouraging categories.

By asking question, we discovered that some sorts of questions to test learners' capacity before and after learning, learner understanding level, supported classroom management and procedures were different from those concerning the substance of learning in the category of asking questions. An example of a teacher's question to measure a student's ability to understand the material, the teacher asks *what is the characteristics of descriptive text?* In this case, the context of the teacher's question is just a confirmation of the student's understanding after being given information related to the learning material. The fact that oral questions posed during classroom recitations are more effective in fostering learning than written questions is very positive, as that teaching that continues to pose questions during lessons is more effective in producing achievement gains than instruction that does not include posing questions during lessons.

The following FIAC system categories are more prevalent, and they are regarded as direct communication in classroom interaction. The teacher's explanation of any information that should be supplied to the learners in the classroom during the teaching and learning process is referred to as lecturing or imparting information to the learners. Giving students information, facts, the teachers own perspective, teacher and rhetorical questions, and an example are all examples of lecturing. A descriptive text describes the characteristics of a person or an object. Its goal is to reveal and describe a certain person, place, or item. The teacher employed direct rather than indirect influence to teach her students, speaking, and giving directions to the students for the teaching-learning process. Furthermore, the teacher talks in the classroom [54].

When the focus of the teacher's attention is on the learners and the learning process, the words and actions of

33
TABLE 1: Reliability test.

Cronbach's alpha	No. of items
0.724	11
0.703	11

19
TABLE 2: Model summary.

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.422 ^a	0.178	0.169	2.82356

A. Predictors: (constant) teacher talk

TABLE 3: T-test.

Constants	Regression	t	Sig.
0.422	32.659	13.671	0.000
		4.490	0.000

F_t = 20.158
R² = .0274

18
TABLE 4: ANOVA.

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	215.885	1	215.885	13.106	.000 ^b
	Residual	1531.947	93	16.473		
	Total	1747.832	94			

A. Dependent variable: attitude
B. Predictors: (constant) teacher talk

the teacher can act as encouragement⁴ or they can act as praise when the focus of the lecturer's attention is on the learning outcome. It is crucial to understand the difference between praise and encouragement. Praise from the teacher indicates that the pupils have done well in class, and it is a motivating feeling for them to know that their efforts are appreciated. While encouragement aids low-achieving kids in learning [55], the function of praise and encouragement in inspiring pupils to learn is critical, as praise serves as positive reinforcement for desired behavior. He also argued that praise may be used as a motivator in a variety of situations.

By the FIAC system category, i.e., accepting feelings⁴¹, accepting or using students' ideas, and giving direction Criticizing students' behavior is the percentage of use in the classroom is rarely used by teachers, and this is due to limited time so that teachers are more focused on delivering materials and providing motivation and advice to learners.

4.2.2. The Learners' Motivation in English. In learning activities, motivation is a key aspect. Learning goals are difficult to achieve without motivation because learners' effort and desire affect their ability to achieve learning goals. Learners will be energized in their learning process if they are motivated, and they will be pushed to understand English properly.

The researchers determined that most students have the motivation based on their findings. The percentage of highly agreeing and agreeing was larger than the percentage of disagreeing and strongly disagreeing. Furthermore, the authors discovered that the majority of students are motivated to learn English based on the calculations they provided in this questionnaire. It was discovered that students at Sidrap's 6 Watang Pulu high schools are motivated. They want to conceive English because it gives them pleasure and allows them to acquire specific talents. This idea is beneficial to both the learners and the teacher in the learning process because motivation is one of the most essential factors that influences a student's attitude and performance. The learners in this study had a high level of motivation, and thus it could be useful. Therefore, it can be concluded that the limited face-to-face system created by the government in teaching in this epidemic period does not affect students' learning motivation in learning even though the average motivation of motivation is in the high category and not very high.

Mainly, students' learning motivation is not entirely dependent on environmental factors, but innate factors will also affect students' learning motivation, especially in English learning. Psychologists classify it into several kinds of motivations. Motivation can be divided into two groups, namely, (1) physiological drives, namely, physiological /physical impulses, such as hunger, thirst, sex, and so on. (2) Social motives, namely, impulses that have something to do

with other humans in society, such as ascetic impulses and urges to always do good (ethics) [56].

4.2.3. *The Interplay of Teacher Talk and Learners' Motivation in English.* Everything a teacher says in the classroom is known as "teacher talk." Teachers use a variety of language in the classroom, including greetings, gaining students' attention, encouraging, reassuring, asking questions, reminding, recounting events, telling a story, negotiating, explaining, summarizing, persuading, directing, answering, describing, reporting, commenting, and many others, while motivation in learning is divided into two categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation, according to Hamer, emanates from inside. The individual may be driven by a desire to improve one's self-esteem or the enjoyment of the learning process. External or external benefits, such as money or grades, do not motivate people. Intrinsically motivated students will enjoy the pleasure that comes from learning [49].

Based on the results of research shows that the teacher talk variable has a significant effect on students' learning motivation at 6 high schools of Watang Pulu in Sidrap. The calculation results demonstrate a significance level of $0.00 < 0.05$. This study shows that teacher talk is not a dominant factor in increasing the learners' motivation because many factors affect it: internal and external factors. For internal can be grouped into three aspects which are cognitive (low intellectual capacity), affective (the emotional and attitude), and psychomotor (person's tendency to act something). While external, it is teacher talk and the environment and community of learners. The teacher must be a good facilitator and motivator to the students learning English. In addition, regarding the use of language in the classroom, it is recommended that the teacher use English more frequently to make students feel the atmosphere of the English language, and they can get the chance to expose the target language they are learning.

Consequently, although the percentage of influence level based on the table model summary value R-square 0.178×100 percent = 17.8% teacher talk towards students' learning motivation, the rest is influenced by other factors, it can be concluded that teacher talk is one of the variables that affect students' learning motivation, especially in learning English. The compliment of encouragement is one sort of teacher talk that has a significant impact on motivation to learn. The role of praise and encouragement in motivating students to learn is crucial. Positive reinforcement is used to encourage desired behavior. He also recommended that, by articulating the behavior or work that merits praise, mentioning the student's name, and carefully picking the praise word; praise might be a motivating tool in not only classroom engagement but also teacher-learner relationships. According to Mihalas et al., they note the positive impacts of good relationships as well as the negative repercussions of bad relationships. According to the writers, a teacher's relationship with their pupils might influence whether or not the students want to grow and learn more. The student's ability to trust, respect, and respect the teacher are all

important aspects in the quality of the student-teacher relationship [57].

There is a link between students and teachers in the teaching and learning process. Maximum learning is facilitated by a positive interaction between teachers and students. Students feel more motivated by teachers who are attentive, patient, fun, and connected to them, according to interviews done by researchers with various students at 6 high schools of Watang Pulu in Sidrap. According to these findings, the teaching and learning process at a school can be influenced by a variety of elements, one of which is the interaction between students and teachers. As a result, a student's learning style might be influenced by his or her relationship with his or her teacher. A well-established relationship (relationship) will indirectly generate students' liking for the instructor, which will then transfer to the liking of the subjects presented, causing a student to be interested and attempt to truly understand the subject. If pupils dislike the teacher, a strained connection will develop, and they will be reluctant to learn the teacher's subjects. As a result, student outcomes improved. Brekelmans et al. went on to emphasize that there are various reasons to pay attention to teachers' interpersonal behavior. For starters, classroom behavior is a crucial factor, and many teachers have prior classroom experience. Second, research has linked teachers' interpersonal behavior to student accomplishment and motivation [23].

5. Conclusion

There are several points to be conducted in this research. First, from seven categories of teacher talk by FIAC Flanders from two English teachers, asking questions was the most frequent category used in classroom interaction. Second, at 6 senior high schools in Watang Pulu, Sidrap, the asking question categories were mostly used by teachers and responses categories for students during teaching and learning activities. Second, the learners have high motivation category in learning English. Third, there is the interplay of teacher talk and learners' motivation in learning English; although this study shows that teacher talk is not the dominant factor to increase the learners' motivation because there are many factors to affect it: internal and external factors.

Although the teacher indicated in the interview that she had used teacher talk to get the learners to be more engaged, they were still in charge of the classroom because asking questions was the most common activity in class, perhaps without their knowledge. They did, however, indicate that their lack of activity was attributable to their poor command of the English language. It may be gathered from her comment that they, as the teacher, were still at the center of the teaching and learning process, spending more time talking than the learners because their learners were less proficient in using the language they had acquired in class, and they became more animated in the classroom. Learners were less interested in classroom interaction as a result of having more direct talk. Perhaps this is one of the reasons why English lessons in Sidrap are less dynamic since

students are not given enough opportunities to improve their English communication skills. As a result, English teachers are encouraged to deliver more indirect teacher speak in order to improve dynamic classrooms and promote motivation to study a foreign language.

The limitations of this study are first, focusing only on two teachers and limited study sessions; therefore, there are not many types of teacher conversations during the course of learning English in the classroom. Second, the observation of learning motivation during the learning process was not done by the researchers; therefore, the data on motivation was concentrated on the questionnaire. We acknowledge that the current research will be presented to two English teachers and four English class sessions. As a result, it is suggested that future studies on a comparable topic include a larger sample size, an English teacher, and more classroom meetings in order to develop the results reached from this study [58].

11 Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that there are no conflicts of interest.

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