TEACHER-STUDENTS INTERACTION ON STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT AT ELEVENTH GRADE STUDENTS OF PONDOK PESANTREN DDI PAREPARE

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

THESIS

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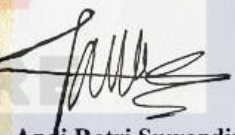
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PENGESAHAN KOMISI PENGUJI

Penguji penulisan tesis saudari Andi Ratri Suwandini, NIM. 19.0213.017, mahasiswi Pascasarjana IAIN Parepare, program studi Tadris Bahasa Inggris, setelah dengan seksama meneliti dan mengoreksi tesis yang bersangkutan dengan judul: *"Teacher-Students Interaction on Students' Learning Motivation and Achievement at Eleventh Grade Students of Pondok Pesantren DDI Parepare"*, memandang bahwa tesis tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk memperoleh gelar Magister dalam ilmu Tadris Bahasa Inggris.

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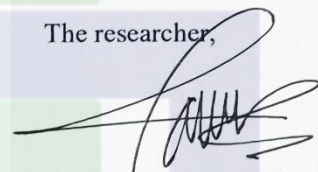
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Parepare, 7 September 2022

The researcher,

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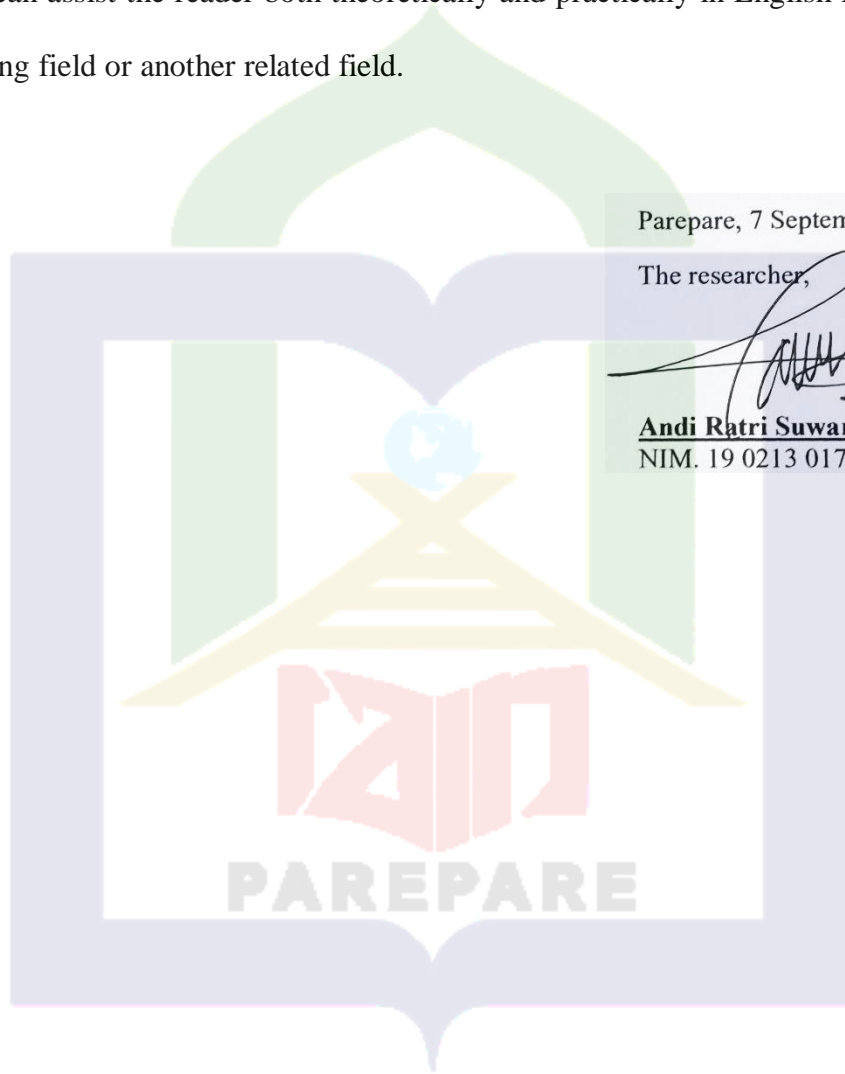
ABSTRACT

Name	: Andi Ratri Suwandini
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Title	: Teacher-Students Interaction on Students' Learning Motivation and Achievement at Eleventh Grade Students of Pondok Pesantren DDI Parepare. (Supervised by Abdul Haris Sunubi and Saepudin).

Interaction determines the success of teaching and learning process. It improves students' motivation, language skills and learning achievement. This research aimed to know the teacher-students interaction and its relationship with students' motivation and learning achievement in Class XI of Pondok Pesantren DDI Parepare. It also needs to provide up-to-date data on teaching and learning, trends and advances in the field to enrich the literature on this field of study.

This research applied quantitative correlational design to know the relationship of one variable on other variables. The instrument of this research was questionnaire with 30 items representing teacher-student interactions, learning motivation and achievement. The data was classified by using Likert Scale, then calculated by using SPSS to find out the relationship of each variable through testing significance score.

The result of data analysis shows that the mean score of variable 1 Teacher-Students' Interaction was 75,33, variable 2 Students' Learning Motivation was 71,39, and variable 3 Students' Learning Achievement was 76,60. Then, the mean score of all variables was 74,44. It meant that the eleventh grade students of Pondok Pesantren DDI Parepare have Strong relationship of teacher-students interaction which affects their learning motivation and achievement.

Keywords: *Teacher-Student Interactions, Learning Motivation, Learning Achievement*

ABSTRAK

Nama : Andi Ratri Suwandini
NIM : 19.0213.017
Judul : Interaksi Guru-Siswa Terhadap Motivasi dan Hasil Belajar Siswa Kelas XI Pondok Pesantren DDI Parepare (Dibimbing oleh Abdul Haris Sunubi dan Saepudin).

Interaksi menentukan keberhasilan proses belajar-mengajar. Hal ini meningkatkan motivasi, kemampuan berbahasa, dan hasil belajar siswa. Penelitian ini bertujuan untuk mengetahui interaksi guru-siswa dan kaitannya dengan motivasi serta hasil belajar siswa kelas XI Pondok Pesantren DDI Parepare. Selain itu, penelitian ini juga bertujuan untuk menyediakan data terbaru tentang proses belajar-mengajar, tren terkini, dan kemajuan dibidang pendidikan untuk memperkaya literatur pada bidang studi ini.

Penelitian ini menggunakan desain kuantitatif korelasi untuk mengetahui hubungan satu variabel dengan variabel lainnya. Instrumen yang digunakan adalah angket dengan 30 item pernyataan mewakili interaksi guru-siswa, motivasi belajar, dan hasil belajar siswa. Data yang diperoleh kemudian dihitung dengan SPSS untuk mengetahui hubungan masing-masing variabel melalui uji skor signifikansi.

Hasil analisis data menunjukkan bahwa nilai rata-rata siswa pada variabel 1 Interaksi Guru-Siswa adalah 75,33, variabel 2 Motivasi Belajar Siswa adalah 71,39, dan variabel 3 Hasil Belajar Siswa adalah 76,60. Kemudian, nilai rata-rata untuk semua variabel adalah 74,44. Artinya, siswa kelas XI Pondok Pesantren DDI Parepare memiliki hubungan yang kuat antara interaksi guru-siswa dengan motivasi dan hasil belajar siswa.

Keywords: Interaksi Guru-Siswa, Motivasi Belajar, Hasil Belajar

مختصرة نبذة

الاسم: سوانديني راتري آندي

الاسم: ١٩٠٢١٣٠١٧

العنوان: تفاعل المعلم والطالب حول تحفيز الطلاب ومخرجات التعلم في المدارس الداخلية الإسلامية للصف الحادي عشر (بإشراف عبد الحارس سنوبي وسايبودين)

تهدف. الطلاب تعلم ونتائج والمهارات اللغوية الدافعية من يزيد هذا. والتعلم التعليم عملية نجاح التفاعل يحدد الفصل لطلاب التعلم ومخرجات بالدوافع وعلاقته والطالب المعلم بين التفاعل تحديد إلى الدراسة هذه أيضًا الدراسة هذه تهدف، ذلك إلى بالإضافة. باريباري في الإسلامية الداخلية المدرسة في عشر الحادي التعليم مجال في والتقدم، الحالية والاتجاهات، والتعلم التدريس عمليات حول البيانات أحدث توفير إلى الدراسة من المجال هذا في الأدب لإثراء.

عبارة المستخدمة الأداة كانت. وآخر متغير بين العلاقة لتحديد الكمي الارتباط هذه الدراسة تصميم تستخدم الطلاب تعلم ونتائج، التعلم وتحفيز، والطالب المعلم تفاعل يمثل بيان عنصر ثلاثين من مكون استبيان عن الأهمية درجة اختبار خلال من متغير كل بين العلاقة لتحديد عليها الحصول تم التي البيانات حساب يتم ثم.

خمسة هو والطالب المعلم بين التفاعل الأول المتغير في الطلاب قيمة متوسط أن البيانات تحليل نتائج تظهر ومتغير، تسعة وثلاثة فاصلة دافع تعلم الطالب واحد اثنان متغير ثلاثة ثلاثة فاصلة وسبعون أربعة هو المتغيرات جميع قيمة متوسط، إذن. وستون نقطة وسبعون ستة هو للطالب تعلم مخرجات ثلاثة المعلم تفاعل بين قوية علاقة لديهم عشر الحادي الفصل طلاب أن يعني هذا. أربعة أربعة فاصلة وسبعون الطلاب تعلم ونتائج التحفيز مع والطالب.

الرئيسية الكلمات: التفاعل بين المعلم والطالب، ودافع التعلم، ومخرجات التعلم

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CHAPTER I
INTRODUCTION

This chapter presents the subject of this study. Explain the problem, logical and reasonable reasons, and important aspects of teacher-student interaction in terms of student motivation and academic achievement as well as relevance of research. The detailed description is divided into several subsections: Background, Research Questions, Research Purpose, and Significance of the Study.

A. Background of the Research

Interaction is the natural human behavior performed with the environment and other living things in all spheres of time and space, including in the educational realm, especially in teaching and learning. Classroom interactions include educational transfers, which are defined as classroom interactions. Classroom interaction plays an important role in the teaching and learning process as it determines the success of the teaching and learning process and improves students' language skills and academic achievement. In the process of teaching and learning, interaction mainly occurs between teacher and student, which serve as a major component of interaction.

Interaction is the joint exchange of thoughts, feelings, and ideas between teachers and students, or between students and other students. [1] Therefore, interaction in the context of language education is the process of language

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[1] Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, (2000), pp. 55.

acquisition through practical interaction, the ability to use English.[2] The purpose of language education is limited not only to the ability to form grammatical sentences, but also to communication functions.[3] Consequently, it is essential that teachers, as class leaders, motivate students to engage in classroom interaction processes to get involved in the classroom interaction.

Classroom interaction is important for the achievement of teaching and learning process. It certainly offers a risk for student to ask, to guess, to assume or even to discuss about the learning material to make interaction among students. In classroom interaction, it consists of all the study room events, verbal and non – verbal interaction. The verbal interaction take location due to the teacher and students talk, at the same time as non – verbal interaction covers gestures or facial features through the teacher and students after they talk without the use of words. Classroom interaction is the sample of verbal and non-verbal communication and the kinds of social relationship which arise inside classroom. Poor interaction among teacher and students is a not unusual place failure in mastering English. An increase in the amount of classroom interaction will help (foreign) language student to learn the target language easily and quickly.[4]

The learning process actually gives students the opportunity to ask, guess, think, and even discuss the learning material to create interactions between students. When interacting in class, it includes all events in class, including verbal and non-verbal interactions. Verbal interactions result from conversations between

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[2] Aziez, Furqanul and Alwasilah, *Learning ability of using English*, (1996), pp. 54.

[3] Allwright and Bailey, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers,* (1991), pp. 43.

[4] Soomoshi, *Classroom Interaction Mediated by Gender and Technology*, 2008. [online]. Available at: www.novitasroyal.org/shomoossi.pdf. Accessed on June 25th 2021

teachers and students, while non-verbal interactions involve gestures or facial expressions when teachers and students communicate without words. Classroom interaction is the pattern of verbal and non-verbal communication and the types of social relationship which occur within classroom.[5]

The perspective of foreign language lesson portrays that interaction occurs in many different ways. There are two types of interactions in the class, divided into 7 types:, namely (1) teacher speaking to the whole class, (2) teacher speaking to an individual student with the rest of the class as hearers, (3) teacher speaking to a group students, (4) student speaking to teacher, (5) student speaking to student, (6) student speaking to group members, (7) student speaking to the whole class.[6]

Some students have blocking wall to learning English as a fundamental subject at school. This is due to a number of reasons that have influenced the motivation to learn English, whether as a student or as a teacher. The authors' preliminary research has shown that teachers accommodate students with varying levels of English proficiency, making it difficult for teachers to generalize students' English learning abilities. Therefore, the teacher could not apply the student-centered teaching method and had to explain the textbook in more detail. In addition, while teaching the learning process, the passivity of the learner made it difficult for the teacher to know if the learner was confused or what he understood about the learning material.

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[5] Jack C. Richard. and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (Third Edition)*,(1992), pp 488.

[6] Mingzhi, *Enhancing interaction in our EFL Classroom*, CELEA Journal Vol. 28, No. 2, (2005), pp. 56.

On the other hand, students were found to understand textbooks better through teacher explanations than by studying on their own, such as reading books on their own or searching the Internet for information about textbooks. Thus, Motivation plays a huge role in motivating students to study. Motivation can influence what, when and how we learn.[7] It concluded that students can decide for themselves what they need to learn, how much time they need to spend, and which methods will help them easily understand the topic, whether their motivation to learn is intrinsic or extrinsic. It concluded that students can decide for themselves what they need to learn, how much time they need to spend, and which methods will help them easily understand the topic, whether their motivation to learn is intrinsic or extrinsic. Student motivated to learn about a topic are apt to engage in activities they believe will help them learn, such as attend carefully to the instruction, mentally organize, and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material."[8]

Learning motivation also helps student learning achievement. There are two factors affect the success of learning, which are internal factors and external factors. Internal factors include intelligence, physique, attitudes, interests, talents, and motivations, while extrinsic factors include social and non-social environments. Further, in the social environment, teachers' roles externally affect

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[7] Schunk, D.H., Pintrich, P.R., & Meece, J.L., *Motivation in Education: Theory, Research, and Applications Third Edition*, (2010), pp. 5.

[8] Schunk, D.H., Pintrich, P.R., & Meece, J.L., *Motivation in Education: Theory, Research, and Applications Third Edition*, (2010), pp. 5.

students' learning achievement. [9] Learning achievement apart from being supported by the teaching style used by the teacher[10], also supported by students' motivation for learning in which motivation for academic achievement is important. Thus, students are stimulated to complete a task, achieve a goal or qualification level.[11]

It is important to motivate students to learn through good communication in the learning process. Meaningful interaction allows English teachers to provide students with opportunities to interact when working in groups or individually. Moreover, interaction in the classroom will certainly increase student achievement.

Based on the elaboration above and considering the important role of classroom interaction in the teaching and learning process, researcher is interested to conduct a study about the impact of teacher-students interaction on learning motivation and achivement of eleventh grade students of Pondok Pesantren DDI Parepare. It is interesting because it is a boarding school and there is a lot of interaction between teachers and students. Through these interactions, the researcher hopes to find answers to the research questions of this study.

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[9] Hamdani. *Strategi Belajar Mengajar*, (2011), pp. 89.

[10] Nir, A. E., & Hameiri, L, *School Principals' Leadership Style and School Outcomes: The Mediating Effect of Powerbase Utilization,* Journal of Educational Administration, 52 (2), (2014), pp. 210–227. DOI: 10.1108/JEA-01-2013-000.

[11] Sharma, D., & Sharma, S, *Relationship between motivation and academic achievement. International Journal of Advances in Scientific Research*, 4(1), 01, (2018) DOI: 10.7439/ijasr.v4i1.4584

B. Questions of the Research

In accordance with the background, this research elaborates the following research questions:

1. How is teacher-students interaction in Pondok Pesantren DDI Parepare?

2. Is there any relationship between teacher-students interaction and students' learning motivation?

3. Is there any relationship between teacher-students interaction on students' learning achievement?

C. Objectives of the Research

As the research question, the researcher considers the main purposes of this research that consist of two objectives as follows:

1. To know teacher-students interaction in Pondok Pesantren DDI Parepare.

2. To find out the relationship of teacher-students interaction on students' learning motivation.

3. To find out the relationship of teacher-students interaction on students' learning achievement.

D. Significance of the Research

This research is expected to give contribution both theoretical and practical aspects as follows:

1. Theoretical Aspects

The results of this study aim to enrich our knowledge of teacher-student interactions with student motivation and achievement. It also needs to provide up-to-date data on teaching and learning, trends and advances in the field to enrich the literature on this field of study.

2. Practical Aspects

a. The results of this study will provide information on how teacher-student interactions should be valued by management in influencing student motivation and achievement. Teachers need to provide energy that can inspire students to aim higher.

b. This research provides both theoretical and practical information for the subsequent researcher who will conduct that research in the same field or in a broader field.
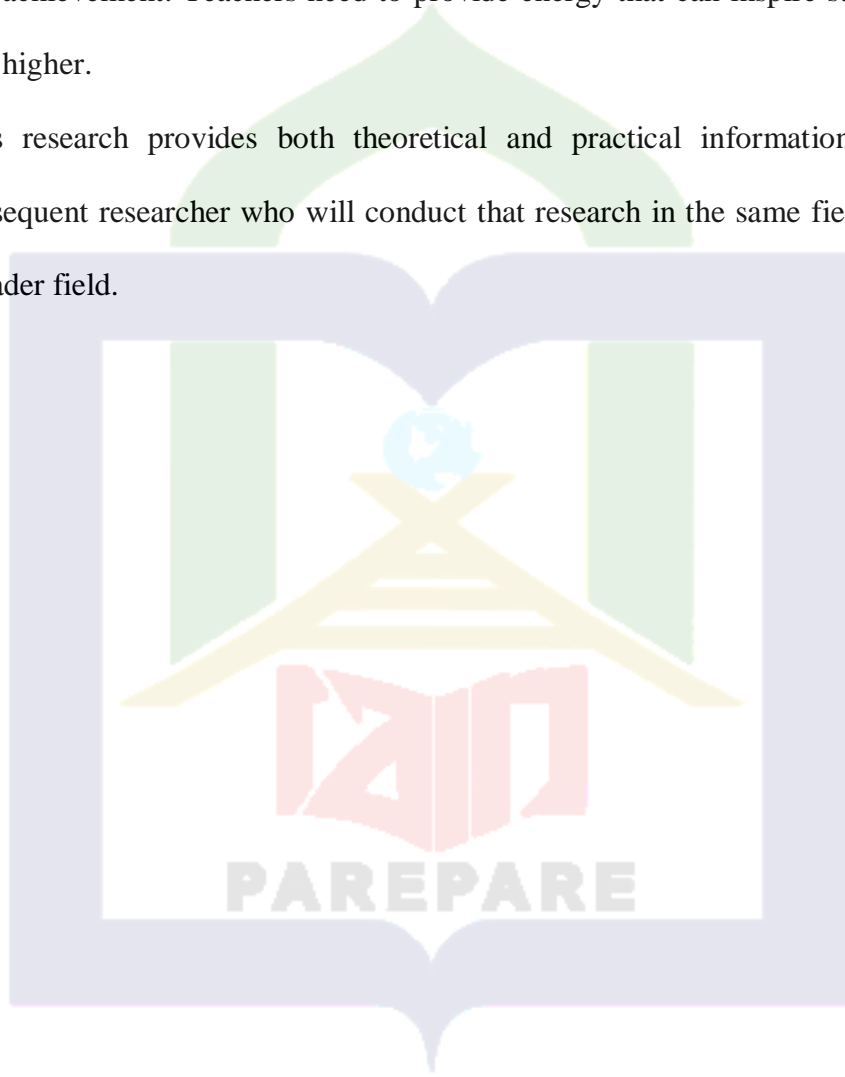
CHAPTER II
REVIEW OF RELATED LITERATURE

This part includes a systematic analysis and interpretation of the research theory to build the conceptual framework of this study. It is generally accepted that theories lead to the solution of problems. Several theories of classroom interaction, especially teacher-students interaction, and related research on its impact on students' motivation and academic achievement are thought to be leads the reader to a comprehensive understanding of the concepts.

A. Previous Related Research Findings

Some of the research in the literature has focused on teacher-student interactions. Tisome Nugent conducted a study in 2009. The purpose of his study is to examine the correlation between teacher-student interactions and achievement motivation. Teacher and student feedback were measured and analyzed using the Questionnaire. His research has shown that the teacher-student relationship is critical to student success. Pearson's correlation analysis showed a positive correlation between teacher-student interaction and motivation, as well as a positive correlation between positive teacher-student interaction and achievement. In contrast, it basically portrays a negative relationship between motivation and achievement.[12]

A study that had been conducted by Pujiastuti which aimed to investigate the classroom interaction showed that tacher talk were revealed covering giving

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[12] Nugent, Tisome, *"The Impact Of Teacher-student Interaction On Student Motivation And Achievement"*, Electronic Theses and Dissertations, 2004-2019, 3860, (2009), https://stars.library.ucf.edu/etd/3860

direction, posing information, addressing questions, incorporating students' recommendation, praising, criticizing students' behavior and accepting feeling.[13]

Nambiar, Ibrahim, and Rido had conducted a study which investigate EFL master teacher's classroom interaction strategies. The result of their research showed that the master teachers used four types of classroom interaction such as interaction management, questioning, speech modification or feedback, and repair the students' error. Those strategies were able to promote interactive classroom.

Another study coming from Maria Murni, she conducted Bilingual education at SMPN 1 Prambanan. The goal of her study was to find and explain classroom interactions in the process of teaching and learning English. It was a descriptive qualitative study using a naturalistic approach. Data collection methods: observations and in-depth interviews. The interactions between the teacher and the students were divided into three (1) interaction in the pre-teaching which was further divided into four, namely greeting, asking students' condition, checking students' attendance, and telling the materials that would be learnt by the students in the meeting; (2) interaction in whilst-teaching which was further divided into three, namely motivating students to learn, rewarding the students, and helping the students learn the material; and (3) interaction in post-teaching.[14]

Additionally, Nisa investigated Interactions of EFL Speaking Classroom to University Level by using Foreign Language Interaction (FLINT) Moskowitz.

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[13] Pujiastuti, Classroom Interaction: and Analysis of Teacher Talk and Student Talk in English for Yong Learners (EYL), (2013), http://ejournal.upi.edu/index.php/L-E/article/view/361/250

[14] Murni Astuti, Maria, *An Analysis of Classroom Interaction in The English Teaching and Learning Process of The Bilingual Class in The First Grade of SMPN 1 Prambanan,* S1 thesis, FBS UNY, (2011), pp. abstract.

The results show that the dominant speech pattern of teachers is "giving information". She pointed out that teachers spent most of their time giving lectures. Teachers were therefore suggested to use categories of "praise and encourage" more often to build student confidence to develop their communication skills in English.[15]

In a further study that included teacher conversations as classroom interactions, Vinanta, Rohsantininsih and Supriyadi conducted a 2020 study. Based on the Foreign Language Interaction (FLINT) system which proposed by Moskowitz, this study tried to examine the conversational patterns of workplace teachers during EFL classroom interaction. This study was conducted qualitatively through the lens of case study targeting high school experienced teachers who spoke English as a foreign language. The results showed that 9 of the 12 types of conversations in the FLINT system were used by teachers. This means that teachers really appreciated their efforts to motivate students to learn. On the other hand, teachers used the "criticism of student behavior" type the least. Interviews showed that teachers rarely used criticism because they were trying to suppress students' emotional and mental abilities.[16]

Previous studies of teacher-student interactions described above have shown that it have many positive results. This study investigated learning motivation and achievement as the relationship of teacher-students interaction

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[15] Nisa, Sinta. H. *Classroom Interaction Analysis in Indonesian EFL Speaking Class.* Journal of English Education, 2(2), (2014), pp. 124–132.

[16] Winanta, A., Rochsantiningsih, D. ., & Supriyadi, S., *Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level*. ELS Journal on Interdisciplinary Studies in Humanities, *3*(3), (2020), pp. 328-343, DOI: 10.34050/elsjish.v3i3.11061.

used Foreign Language Interaction (FLINT) system. FLINT system is one of the guidelines to analyze interaction which includes teacher and student talk. [17] Finally, this study is expected to provide new insights into teacher-student interactions that can make learning English more fun and improve student learning motivation and academic achievement.

B. Some Pertinent Ideas

1. Teacher-Student Interaction

    a. The Concept of Classroom Interaction

Interaction is the joint exchange of thoughts, feelings, or ideas between two or more people in which they mutually influence each other. This sentence contains a simple concept about the communication process. Interaction can be simply stated as the process of getting an idea from one person's head to another.

Interaction includes the notion that two parties are involved in the interaction. Interaction occurs when both parties interact. Then, the actions of one party will cause another to respond. This reaction affects the next action. Therefore, the interaction depends on the actions of both parties. Therefore, interaction can be defined as a communication process in which two or more people express and receive messages in the form of ideas, feelings, and opinions. In facilitating interaction in the classroom, classroom conditions should help teachers and students interact with each other.

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[17] Brown, H. Douglas, *Principles of Language Learning and Teaching,* (2001), pp. 170.

Good interaction shows the indication of certain attitudes of students toward the teacher's behavior.[18] These relationships include the following aspects: (a) adequacy and impartiality of training and grading; (b) impartiality of authority and control effectiveness; and (c) mindfulness, kindness, and caring for interpersonal relationships. Students also demonstrate certain attitudes toward learning by engaging in learning activities. This relationship includes (1) new or challenging activities and tasks, (2) independent learning activities, and (3) extracurricular activities. In addition to seeking consent, teachers can support and encourage student initiatives.

The characteristics of good interactions manifest themselves in the context of effective teaching and learning processes. This situation demonstrates a good interaction of the student's attitude towards the teacher's behavior, the student's participation in class events, and the thoughtful creative activity in which the student has the opportunity to share and express himself. In classroom interactions, teachers and students interact with each other by talking and talking in the classroom. This aspect follows the sending of messages between teachers and students.[19] Teachers and students are not separate parts of the classroom. They are tied to each other.

Classroom interactions are considered an integral part of the teaching and learning process. A classroom interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people who lead to an interaction.

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[18] Purwanti, S, *Efforts to Improve the Quality of English Teaching and Learning Interaction in Class 1A SMK Negeri Kasihan Bantul in the Academic Year of 2003/2004*, S1 degree Thesis. Yogyakarta: Yogyakarta State University. (2004), pp. 32.

[19] Metelo, Ana, *Describing Classroom Interaction,* (Retrieved from http:www.salzburgsemnar.org/ASC/csad/progs/interactive/ANA.htm)

"… Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges …"[20]

Interactions include both social and personal inputs and form the basis of most of the daily conversations by the locals. Interactions include emotions. Creativity; Approval; Disagreement; People waiting patiently to speak. Nods; Gestures; etc. Interaction does not wait to be asked.[21]

Classroom interaction requires the involvement of both teachers and students. The most important key to create interactive classroom is teacher's initiation which can promotes motivation in the initial stage of classroom as well as through lesson. The teacher's role is paramount when it comes to overseeing the task design and execution process. Whether it is classroom discussions or small groups, there's a lot a teacher can do to create an interactive classroom. In addition, the interaction between students and teachers is important to the learning process. Brown defined interaction as "the center of communication, which is the purpose of communication."[22] As mentioned earlier, interactions occur when two or more people take action, receive a response, and communicate with each other in a classroom setting. Classroom interactions include classroom actions such as voting, questions and answers, meaning negotiations, and feedback.[23]

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[20] Rivers, W. M. (Ed.), *Interactive Language Teaching,* (1987), pp. 4-5.

[21] Counihan, Gerard, *Teach Students to Interact Not Just Talk*, (Retrieved from http://iteslj.org/Techniques/Counihan_Interaction.html)

[22] Brown, H. Douglas, *Principles of Language Learning and Teaching Fourth Edition,* (2000), pp. 165.

[23] Chaudron, C, *Classroom Research: Recent Methods and Findings*, (1998), pp. 10.

Interaction is a process related to face-to-face behavior. It can be guided verbally, through written or spoken words, or non-verbally, through toughness, intimacy, eye contact, facial expressions, gestures, and more.[24] Unlike the verbal one, Non-Verbal Interactions are associated with behavioral responses in the class. This means that students interact through actions such as nodding their heads, raising their hands, gesturing, and making eye contact. In contrast, verbal interactions include written and verbal interactions. Written interaction is a style of interaction in which students write down their thoughts and thoughts. This means that they interact with others through written words and documents. In contrast, verbal interaction means that students interact with others by speaking in class, answering questions, asking questions, commenting, and participating in discussions.

In addition, in language education, interactions are generally characterized by certain patterns, especially asking, teaching, teaching, and correcting mistakes made by students in connection with a given lesson.[25] This means that these aspects determine what the classroom will look like. Students can easily work on classroom topics if the teacher's interactions are meaningful, rewarding, and consistent with the student's prior knowledge. This leads to a positive and interactive educational situation.

Classroom interaction is an important feature of second language education. This can occur collectively or individually between the teacher and the

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[24] Robinson, H. A, *The Ethnography of Empowerment – The Transformative Power of Classroom Interaction 2nd Ed.,* (1994), pp. 7.

[25] Tuan, Luu Trong and Nhu, Nguyen, *Theoretical Review on Oral Interaction in EFL Classroom*, Journal of Studies in Literature and language, Vol. 1, No. 4, (2010), pp. 29-48.

student and / or between the students himself. Classroom interactions include interaction between teachers and students, which is one of the ten principles of effective education:

"create an active learning environment; focus attention; connect knowledge; help students organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty- student and student-student interaction and communication; and help students to productively manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning."[26]

The types of interaction concern with the function of language are:[27]

1) Ideational (telling people facts, or experiences);

2) Interpersonal (working on relationships with people);

3) Textual (signaling connections and boundaries, clarifying, summarizing and revising);

In addition, according to Malama Thomas, there are four patterns: teachers-whole class, teachers-individual student, individual student-teachers, and individual student-individual student.[28] Van Lier's findings reveals five patterns of classroom interaction; teacher/learner-learner-teacher (T/L-LT), teacher-

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[26] Angelo, T.A., *A Teacher's Dozen: Fourteen General, Research-based Principles for Improving Higher Learning in Our Classrooms,* (1993), pp. 45.

[27] Papaja, K., *Analyzing types of classroom interaction in CLIL*, 38, (2011), pp. 43-52.

[28] Usman Kasim, *Classroom Interaction in the English Department Speaking Class at State University of Malang,* Jilid 11, No. 3, (2004) pp. 5 (Retrieved from https://media.neliti.com/media/publications/112049-EN-classroom-interaction-in-the-english-dep.pdf)

(learner) (T-(L), teacher-learner/learner (T-L/L), teacher-learner (T-L), and learner teacher/(teacher) (L-T/(T).[29]

Abarca, on the other hand, classifies the types of interactions in the EFL classroom into three types: teacher-dominated, teacher-centered, and student-centered classroom. In teacher-dominated classrooms, teachers spend most of their time discussing and student participation is very limited. Teacher-centered classrooms are classrooms that give teachers the opportunity to manage and participate in students through several classroom activities. After all, student-centered classrooms are classrooms where students can participate more actively. When observing directly in the classroom, it is very easy to distinguish them. The approaches, methods, and techniques that teachers use in their classes determine the type of interaction that teachers make. In addition, the types of interactions participants have made in the classroom. It depends on who communicates with whom.[30] The types of interaction can be seen as follows:

1) Teacher - Learners

2) Teacher - Learners / A Group of Learners

3) Learner - Learner

4) Learners - Learners

The first form of interaction (teacher / teacher) occurs when the teacher speaks to all the students in the classroom. In these situations, the teacher acts as a class leader and decides what the student will do at that point. The main function

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[29] Van Lier, L., *The Classroom and the Language Learner: Ethno-graphy and Second Language Research*, (1988), pp. 71-89.

[30] Dagarin, M., *Classroom Interaction and Communication Strategies in Learning English as A Foreign*, (2004), pp. 128.

of this interaction is to practice the specific linguistic structure or vocabulary they have learned. This type of activity is known as a "drill".

In the second form of interaction (teacher-learner / learner group), the teacher refers to the entire student (similar to the previous type), but only certain students answer their statements / questions. It occurs when you are expecting that. A "specific" student can be only one student or a group of students. This form of interaction is often used to ensure that students understand the classroom. In addition, this type of interaction is often used at the beginning of a lesson to introduce the lesson to students in a targeted manner.

The third form of interaction (learner-learner) occurs when a student receives a task from a teacher and is asked to do it in pairs. The role of the teacher in these situations is to be a mentor, observe the student's activities, walk around in pairs, and assist the student as needed.

The final form of interaction (learner-learner) takes place when students need to perform a task in a group. Classroom activity in this type of interaction is assumed to be a continuation of the previous section. After the students work in pairs, the teacher places the couples in the entire group, and each couple reports on their work in front of the classroom. When each pair presents their work in the classroom to the whole students, the "learners - learners" interaction is happening.

With respect to the types of interactions provided above, it can be seen that different types of interactions are common in some communication events, including educational and learning processes. Teacher-student interactions are called classroom interactions and are the main way for them to share their

thoughts, feelings, opinions, views and perceptions while engaging in the classroom teaching and learning process. Used as a means.

   b. Aspect of Classroom Interaction

Figure 2.1 Foreign Language Interaction (FLINT) Analysis System

Foreign Language Interaction (FLINT) Analysis System

Teacher Talk	Student Talk

Indirect Influence	Direct Influence	1. Specified student response

Indirect Influence	Direct Influence	Student Talk
1. Deals with feelings 2. Praise or encourage 3. Humors 4. Incorporating students' ideas 5. Replicates the students' response word for word 6. Addressing question	1. Gives information 2. Correct without rejecting 3. Gives direction 4. Criticizes students behavior 5. Criticizes students response	1. Specified student response 2. Student response, open-ended or student-initiated 3. Silence 4. Silence-AV 5. Work-related confusion 6. Non-work-related confusion 7. Nonverbal

   1) Teacher Talk

In language education, teacher talk is the language that teachers normally use in communication.[31] Talking with teachers is very important not only for organizing and managing the classroom, but also for the learning process. In the course of learning, teachers often simplify speech by providing many

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[31] Ellis, and Yamazaki, *Classroom Interaction, Comprehension, and L2 Acquisition,* (1998), pp. 96.

characteristics of foreign conversations, such as speaking slower and louder than usual, using simpler vocabulary and grammar, and sometimes recurring topics.[32] There are 11 categories of teacher talk that can be analyzed in classroom interactions. There are two types of teachers in this category: indirect influence and direct influence.[33]

The indirect impact is the result of leading students into a comfortable classroom environment and attempting to relieve tension so that the students will engage and learn in classroom interaction. The following discussion is this indirect influence that includes several types of teacher talks[34].

a) Deals with feelings: Accepting, discussing, responding to, or expressing knowledge of past, current, or future feelings of students in a non-threatening manner.

b) Praise or encourage: praising, complimenting, reminding students how much they are valued for what they have said or done, motivating students to persist, attempting to build confidence in them, affirming that their responses are right.

c) Humors : intended joke, kidding, producing puns, intending to be hilarious, as long as the joking may not be at the expense of anyone (unintentional humor is exceptional in this category)

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[32] Richard, Jack. C. and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (Third Edition), (*1992), pp. 471.

[33] Brown, H. Douglas, *Principles of Language Learning and Teaching*, (2001), pp. 170.

[34] Brown, H. Douglas, *Principles of Language Learning and Teaching,* (2001), pp. 177.

d) Incorporating students' ideas: This encompasses clarifying, using, interpreting, and summarizing students' thoughts. The instructor must rewrite the thoughts whilst also recognizing ideas as student contributions.

e) Replicates the student's response word for word: Students' precise statements are repeated once they have participated.

f) Addressing questions: posing questions towards anticipated answer (rhetorical questions are exceptional in this category).

Some other type of influence addressed in the teacher talk is direct influence. The goal of direct impact is to encourage students to participate directly in the teaching and learning process. The characteristics are as follows:

a) Gives information: providing information, facts, someone's viewpoint, or ideas: delivering a lecture or posing rhetorical questions

b) Corrects without rejecting: giving the proper reaction to learners who have made a mistake without using words or intonations that express criticism.

c) Gives direction: offering students instructions, requests, or commands; conducting various exercises; enabling whole-class and small-group activities.

d) Criticizes student behavior: disapproving students' behavior, aiming to modify unacceptable behavior, expressing anger, displeasure, annoyance, and disappointment with what students may be doing.

e) Criticizes student response: advising the student about their incorrect or unacceptable response, and using words or intonation to express criticism, disapproval, anger, or rejection.

2) Students Talk

Students talk is used to express students own thoughts, start new discussions, and form their own opinions. As a result, they will have a development on their understanding. The students' talk will demonstrate their activity concentration to their teaching learning activity. The following discussion describes the seven categories of students talk.[35]

a) Specified student response: reading aloud, dictation, drilling, replying to the teacher within a specific and limited area of accessible or already performed answers.

b) Student response, open-ended or student-initiated: students respond to the teacher with their own ideas, views, responses, and feelings. Giving one of several possible responses that students have already practiced, but from which they must now choose one, then starting the participation process.

c) Silence: Interactional pauses. There will be no verbal engagement during these moments of silence.

d) Silence-AV: silence in a conversation in which audiovisual technology is utilized to communicate, such as a tape recorder, filmstrip projector, record player, and so on.

e) Work-related confusion: the speaker is more than one person that talking at the same time, making it impossible to record the discussion. Students joyfully calling out, ready to join or answer, and focused on the existing task.

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[35] Brown, H. Douglas, *Principles of Language Learning and Teaching,* (2001), pp. 177.

f) Non-work-related confusion: the interaction cannot be recorded if more than one person is talking at the same time. Students are out of order not behaving as the teacher willingness, and uninterested in the existing task.

g) Nonverbal: The teacher's or students' nonverbal actions or facial expressions that communicate without using words. This category is always used in conjunction with one of the instructor or student behavior categories.

c. Teacher-Student Interaction

Interaction is crucial in English teaching and learning, as previously stated. It can indicate whether or not the learning objectives of each classroom meeting can be met. Interaction has now become the primary method for teachers and students to exchange thoughts, feelings, opinions, and perspectives as a result of this. In this part, the author would like to present a number of expert viewpoints on the importance of teacher-student contact.

Interactions between teachers and students, as well as interactions among students, play an important part in the development of a foreign language[36]. Interaction between students and teachers, as well as interactions among students, will help students enhance their language skills and improve their language acquisition. Furthermore, in language courses, interaction plays a particularly important function since it serves as both a channel for learning and a focus of pedagogical attention[37]. They go through to say that teachers and students build a

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[36] Rahimpour, M. & Magsoudpour, M., *Teacher-Students' Interactions in Task-Based vs. Form-Focused Instruction*, World Journal of Education, 1 (1), (2011), pp. 171-178.

[37] Hall, J. K. & Walsh, M., *Teacher-Student Interaction and Language Learning,* Annual Review of Applied Linguistics, 22, (2002), pp. 186-203.

shared base of knowledge through their interactions with one another. They also serve shared understandings of their roles and relationships, as well as the norms and expectations of their participation as classroom members.[38] They add that through their interactions with each other, teachers and students construct a common body of knowledge. Besides that, they also serve mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms.

Moreover, interaction is a key element of classroom teaching because everything that occurs in the classroom is the result of real individuals interacting [39]. During this type of interaction, the learners seek to produce understandable output that can then be used as input by other participants. In other sense, interaction can provide opportunities for learners to express themselves while also providing opportunities for others to gain knowledge.

Furthermore, the manner in which teachers speak and interact with students has a significant impact on the success of teaching[40]. This means that the teacher must limit the amount of time he or she spends talking in class. They should try to maintain as much balance as possible in their interactions with students, in other words, they should use a student-centered approach to influence the classroom.

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[38] Hall, J. K. & Walsh, M., *Teacher-Student Interaction and Language Learning,* Annual Review of Applied Linguistics, 22, (2002), pp. 186-203.

[39] Zhang, S, *The Role of Input, Interaction and Output in The Development of Oral Fluency*. English Language Teaching, 2 (4), (2009), pp. 91-100.

[40] Yanfen, L. & Yuqin, Z., *A Study of Teacher Talk in Interactions in English Classes*. Chinese Journal of Applied Linguistics, 33(2), (2010), pp. 76-86.

One of the most important interactions in learning is between the teacher and the students. The interaction between the teacher and the students seems to have an impact on the student's understanding. The interaction between teachers and students is at the heart of classroom teaching and is a substantial factor in improving teaching quality and student achievement.[41] Understanding student engagement starts with the nature and quality of teacher-student interactions.[42] A positive learning environment is enhanced by good teacher-student interaction. The importance of cooperation and openness between the teacher and the students is emphasized in a supporting classroom environment.[43] As a result, students must be able to interact with teachers, classmates, and their surroundings in order to learn. Interplay with the surroundings while learning helps to stimulate all of the students' senses and helps to learn in a creative and innovative manner.[44]

The learning environments are influenced by the interactions between the teacher and the students. In reality, many researchers have described teacher interaction with students as an important factor in establishing a solid foundation and motivation for the teaching and learning process, as well as motivating students to participate actively in the learning environment by demonstrating teacher assistance and creating a positive classroom environment to support

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[41] R. Sidabutar, *The Efforts to Improve Mathematics Learning Achievement Results of High School Students as Required by Competency- Based Curriculum and Lesson Level-Based Curriculum*," J. Educ. Pract., vol. 7, no. 15, (2016), pp. 10-15.

[42] R. C. Pianta, *Teacher–Student Interactions*, Policy Insights from Behav. Brain Sci., vol. 3, no. 1, (2016), pp. 98-105, DOI: 10.1177/2372732215622457

[43] G. Brutian, *Metaphilosophy in The Systems of Metatheories*, Metaphilosophy, vol. 43, no. 3, (2012), pp. 294-305.

[44] R. C. Pianta, *Teacher–Student Interactions*, Policy Insights from Behav. Brain Sci., vol. 3, no. 1, (2016), pp. 98-105, DOI: 10.1177/2372732215622457.

student learning.[45] Whenever a teacher creates a positive learning environment for students, they are more likely to attend and perform well on the task.[46]

It is the educator's responsibility to motivate students and encourage them to create a positive attitude toward learning. Teachers could indeed achieve this goal by using a variety of strategies to motivate students.[47]

There are several key factors that influence teacher-student interactions and collaborative achievement: (a) teachers see classroom interaction as a means to accomplish their desired objectives; and (b) students will be able to recognize the teacher's goals and work harder to achieve them.[48] As a result, the study supports the idea that how students and teachers organize their collaborative work, as well as understanding what motivates students to learn and teachers to jointly achieve their final goals, which are closely related to the teacher's pedagogical objectives.

Certainly, through teacher-student interaction, many aspects of students' personalities and thinking can be developed, reshaped, and remodeled. For instance, when they discuss with each other and with the teacher in the classroom, they obtain confidence in their ability to express themselves, their emotional stability, self-confidence, communication and interpersonal skills, and moral

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[45] Haron , B., & Said, K., *Teacher-Learner Rapport Impact On EFL Leaners' Motivation*, International Conference on Social Sciences and Humanities, (2014), pp. 546-554.

[46] Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts, W., Mackay, J., McGill, M., Moss, J., Nagel, M.C., Nicholson, P. & Vick, M., *Teaching: Making a Difference*, (2017), p. 47.

[47] Noels, K. A., Clement, R., & Pelletier, L. G., *Intrinsic, Extrinsic, and Integrative Orientations of French Canadian learners of English,* Canadian Modern Language Review 57, (2016), pp. 424-444.

[48] Waterman, M. W. *The Joint Achievement of Group Expertise and Autonomy*, Dissertation Abstracts International Section A: Humanities and Social Sciences, 65(11-A), 4107, (2005).

reasoning. However, the focus of this study will be on students' learning motivation and achievement.

2. Learning Motivation

a. The Concept of Learning Motivation

The terminology of motivation comes from the Latin word which means "to move." [49] The concept of movement is reflected in commonplace notions of motivation as something that gets people moving and keeps them moving. It is the desire to do something, as well as the willingness and enthusiasm to do so.[50] As a result, motivation is a difficult term to define, and many experts have attempted to provide it.

The root word motive is motivation. The term "motive" refers to an internal impulse that prompts a person to take action. In the meantime, motivational factor behind an effort that influences someone's behavior, causing somebody to move his heart to move in order to meet the goals or a desirable outcome. Smith agreed, stating that motivation is a critical factor in determining whether or not a person learns a second language successfully. Motivation has a direct impact on how often people use learning strategies. It will also be about the power of learning, goal-setting, and learning consistency.[51]

Everything that motivates someone to do something is referred to as motivation.[52] This has the ability to motivate students to move or desire to do

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[49] Lambert, W. E., *Attitudes and Motivation in Second Language Learning*, (1972), pp. 117-135.

[50] Lewis, M., & Hill, J., *Practical Techniques for Language Teaching*. (1992), pp. 69.

[51] Smith, R. C., *Situational Language Teaching*. ELT Journal, 2(4), (2012), pp. 71-79.

[52] Nasution, F., *Dasar-Dasar Didaktik dan Penerapannya dalam Pembelajaran*. (1995), pp. 73.

something.[53] Motivation is a shift in a person's energy that is characterized by the emergence of feelings and reactions in the pursuit of a goal.[54]

Motivation is a way of thinking about learning. As a result, it influences whether a student will give up or continue, as well as how thoughtfully they will reflect on their learning. In the context of education, motivation is a critical element in assisting educators in improving learning.[55] The learning process will be easier if students are motivated. To keep students interested in learning, teachers must take on a challenging role and use a variety of teaching styles and techniques.[56] Teachers should always be aware of the importance of motivation and encouragement in encouraging students to participate in active learning. In the teaching and learning process, a variety of teaching styles can be used. Expert type, formal authority type, personal model type, facilitator type, and delegator type are the five teaching styles.[57] In the meantime, another study categorizes teaching styles into four categories: classical, technological, personalized, and interactional.[58]

All researchers and scholars acknowledge that one of the most important factors influencing a learner's success is motivation. Despite the fact that language

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[53] Sardiman, *Pengaruh Motivasi Terhadap Semangat Belajar Siswa*, (1992), pp. 77.

[54] Pujals, M., *A Discussion of Motivation Problems and Their Solutions at Intermediate Level* (1986). pp. 157-169.

[55] Williams, K. C., & Williams, C. C. *Five Key Ingredients for Improving Student Motivation,* Research in Higher Education Journal, 11, (2011), pp. 1–23. http://scholarsarchive.library.albany.edu/math_fac_scholar

[56] Vărăşteanu, C.-M., & Iftime, A., *The Role of The Self-Esteem, Emotional Intelligence, Performance Triad In Obtaining School Satisfaction*. Procedia -Social and Behavioral Sciences, 93, (2013), pp. 1830–1834, DOI:10.1016/j.sbspro.2013.10.125

[57] Abbas, Q., & Hussain, S., *Comparative Study of Teaching Styles of Various School Groups At Secondary Level In District Chiniot of Punjab*, Asian Journal of Education and Social Studies, 2(3), (2018), pp. 1–8, DOI:10.9734/AJESS/2018/40360

[58] Ali, R., Ghazi, S. R., Khan, M. S., Hussain, S., & Faitma, Z. T., *Effectiveness of Modular Teaching in Biology At Secondary Level*, Asian Social Science, 6 (9), (2010), pp. 49.

aptitude accounts for a significant portion of individual variability in language learning achievement, motivational factors can outweigh the aptitude effect.[59] Motivation appears to be the most important factor in mastering the English language. Intellectuals, learning facilities, and the role of the family are also important considerations.[60] These factors, however, do not appear to be the most important, despite the fact that their respective roles cannot be overlooked.

There are three innate emotional requirements, according to the Self-Determination Theory of Motivation (SDT): independence (possession, tasks, and self-actualization), sense of belonging (near relations, societal concern, and provision), and skill (sense clever in order to achieve the desired results and complete the task successfully). The success of those basic wants for college students contributes to internal motivation and educational encouragement and action, and this idea has been widely useful in the study of motivation and well-being. Academics will meet these needs by establishing and maintaining relationships with their students. Students must experience emotional involvement from their teachers in order to understand that their teachers care and can provide structure and support.

b. Kinds of Motivation

Experts and researchers had already stressed the importance of recognizing motivation's construction. Students may be equally motivated, but their motivations and, consequently, their learning success may differ. Gardner and

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[59] Gardner, R. C., & Lambert, E., *Attitudes and Motivation in Second Language Learning* (1972), pp. 62.

[60] Barrnett, J. Aptitude, *Personality and Motivation Tests*. (2009), pp. 91.

Lambert distinguished between two types of motivation. Integrative motivation and instrumental motivation are the two types of motivation.[61]

   1) Instrumental motivation

   Instrumental motivation shows that external factors compel a person to do something, and it comes from a source that encourages or fosters a person's success. Instrumental motivation can be caused by a variety of external factors. Learners may be motivated to learn a second language for a variety of reasons, such as passing an exam, getting a better job, or getting into university. People learn English, for example, in order to obtain better jobs with higher salaries in foreign companies. Some teachers or students learn English in order to qualify for scholarships to pursue higher education abroad. Extrinsic motivation is important in L2 achievement because the individual wants to learn an L2 because of pressure or recognition from the social environment. Instrumental motivation entails engaging in a behavior in order to achieve a goal, such as receiving a reward or avoiding punishment.

   2) Integrative Motivation

   Integrative motivation, which stems from individuals, is particularly important for promoting students' success in L2 learning. Students' interests in learning the language or improving themselves attracts them to language learning when they are motivated by the activity itself rather than the reward. Furthermore, students are intrinsically motivated in a particular activity when they want to enjoy and be satisfied by the activity's pleasure and satisfaction.

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[61] Lambert, W. E., *Attitudes and Motivation in Second Language Learning*, (1972), pp. 117-135.

3. Learning Achievement

   a. the Concept of Learning Achievement

The word 'achievement' comes from the verb 'achieve,' which means to succeed in achieving a specific goal, status, or standard, particularly through effort, skill, courage, or other means.[62] The term "accomplishment" refers to accomplishments and implies that they are the result of a period of study, training, or practice.[63] The interaction between learning and teaching is the result in learning achievement.[64]

Learning achievement refers to how well students have performed in mastering a task or material within a specified time. Learning achievement is usually measured in terms of numbers or letters so that it can be compared to a single criterion.[65]

Learning success is the result of achieving or acquiring a subject's form.[66] Learning achievement is the outcome of learning activity that resulted in changes within the individual. Learning is a process that involves recharging one's behavior, attitude, habit, knowledge, and skill as a result of one's interactions with the environment.

Learning achievement, on the other hand, is the change in a student's self that occurs as a result of the learning process. The term "learning achievement"

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[62] Hornby, A S., *Oxford*, (1995), pp. 65.

[63] Alkin, M. C., *Encyclopedia of Education Research*, Vol.3, (1992), pp. 6-8.

[64] Dimyati., & Mudjiono, *Belajar dan Pembelajaran*, (2006), pp. 3-4.

[65] Prakosa, *Pengertian Prestasi Belajar*, (Retrieved from http://mahera.net/2011/01/arti-pengertian-definisi-prestasi-belajar/)

[66] Herrlitz, W., Ongstad, S., & Piet, H., *Research on Mother Tongue Education in a Comparative International Perspective-Theoretical and Methodological Issues*, (2007), pp. 27.

refers to a student's response to a question. [67] Learning achievement was discovered to include not only knowledge but also a shift in student behavior from negative to positive.

The realization or development of a person's potential skills and abilities is referred to as learning achievement.[68] Furthermore, student learning attainment is the student's real skill or result at a specific point in time after completing a learning material. This is about the students' ability to master the learning object. Learning achievement is defined as "the acquisition of knowledge or skills developed by subject matter, as measured by test scores or a numerical value assigned by teachers."[69] In summary, learning achievement is a goal that is measured by students' learning competencies, which are represented by a score as a sign, but the score is not a final expectation. Learning achievement is defined as the level of student success in learning a subject matter in school, as measured by scores obtained from the results of tests on that subject.

Besides, students ' achievement can relates to a student's level of achievement in terms of intelligence, skills, and learning experience gained through the school curriculum's learning goals.[70] The degree to which students are able to achieve their learning goals in each subject in educational institutions is reflected in the test results, and thus increasing student achievement indicates that

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[67] Lee, B., *EFL Learners' Perspectives on ELT Materials Evaluation Relative to Learning Styles*, RELC Journal, 46(2), (2015), pp. 147–163.

[68] Sukmadinata, *Landasan Psikologi Proses Pendidikan,* (2003), pp. 101

[69] Chien-Hung Lai, Bin Shyan Jong, Yen-The Hsia, Tsong-Wuu Lin, Effects of Anonymity in Group Discussion on Peer Interaction and Learning Achievement, IEEE Transactions on Education 56(3), (2013), pp. 292-299, DOI:10.1109/TE.2012.2217379.

[70] Levpuscek, M. P., & Zupancic, M., *Math Achievement in Early*, Journal of Early Adolescence, XX(X), (2008), pp. 1–30, DOI: 10.1177/0272431608324189

the quality of education is improving. Similarly, declining student achievement indicates that education is of poor quality.

One of the factors that influences the level and type of achievement, or the degree to which a student acquires specific knowledge, skills, and/or attitudes, is the quality of classroom interaction.[71]

b. Learning Achievement Influencing Factors

Of course, there are factors that influence any activity that someone takes part in, both encouraging and inhibiting it. As with learning, there are a variety of factors that influence a student's ability to learn. Factors influencing students' learning achievement come from both the external and internal perspectives of the students. Environmental and instrumental factors are examples of external factors, while psychology and physical factors are examples of internal factors. The curriculum program, facilities, and teachers are also instrumental factors. Teacher also needs support school facilities to encourage the students to get the objective of the lesson.[72] Meantime, psychological factors include interest, intelligence, aptitude, motivation, cognitive ability, and personality, while physical factors include general physical conditions and five senses.[73]

There are two factors that have an impact on academic success. The first one concerned with student-generated factors, while the second is concerned with teacher-generated factors. Motivation, attention to the subject, and the ability to apply what has been learned are all factors that students must consider.

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[71] Barker, Larry L., *Communication in the Classroom*, (1982), pp. 64.

[72] Zulfah Fakhruddin, Nur Afiah, and Mujahidah, *Pedagogical Challenges and Resilience of Islamic Schools' English Teachers,* (2020), pp. 147-152.

[73] Suryabrata, S., *Psikologi Pendidikan*, (1998), pp. 81.

Meanwhile, teacher abilities include the ability to establish students and teacher communication, encourage students' interest and motivation, transfer material, and respond to students' abilities.[74]

According to the statements above, there are a variety of factors that influence learning outcomes, but they can be divided into two categories:[75]

1) Internal Factors, which are factors that exist within the individual who is studying, and include Physical (health and disability), Psychological (intelligence, attention, interest, talent, motive, maturity, and readiness), and fative factors.

2) External factors are those that exist outside of the individual. The following are examples of external factors: a) Family factors (how educate parents, relationships between family members, home atmosphere, family economic situation, understanding of parents, and cultural background). b) School factors (teaching method, curriculum, teacher-student relationship, student-student relationship, school discipline, learning tool, school time, learning standard above measure, building condition, learning method, and home responsibility). (c) Community factors; in society, community factors such as mass media, social friends, and community life forms are important.

Motivation, attitude, risk-taking, and extroversion are some of the affective factors that determine a learner's success. Highly motivated students will put forth some effort in order to achieve the goals. As with attitudes toward the

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[74] Sofiah, Utami, *Students' Creativity and Its Relation to English Learning Achievement*, (1998), pp. 13

[75] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (2003), pp. 53-72.

teacher and target language, a positive attitude contributes to a student's success. Furthermore, taking risks is an important aspect of language learning. To be successful, a student must also take a risk from his ignorance. After all, an extroverted student should be involved in class discussions on a regular basis.[76] Teacher also needs support school facilities to encourage the students to get the objective of the lesson.

c. Aspects of Learning Achievement

Intellectual ability, cognitive strategies, verbal information, attitudes, and skills are the five aspects of learning achievement.[77] It can also be classified into three groups: cognitive, affective, and psychomotor.[78]

1) Cognitive Aspect

Many educational curricula include cognitive aspects, which serve as benchmarks for assessing children's development. The term "cognitive," which comes from the Latin "cognition," means "to recognize," and refers to both the process of knowing and the knowledge itself. The domain that includes mental activities is known as the cognitive aspect (brain). The cognitive domain encompasses all efforts involving brain activity.

Cognitive aspects are concerned with the ability to think, which includes more basic intellectual skills such as remembering, as well as the ability to solve problems that require students to connect and combine several ideas, ideas, methods, or procedures learned in order to solve the problem. As a result, the

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[76] Brown, Douglas, H., *Principles of Language Learning and Teaching Englewood Cliffs*, (1987), pp.104.

[77] Gagne, *the Cognitive Psychology of School Learning*, (1985), pp. 40.

[78] Bloom, Benjamin S., etc., *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I Cognitive Domain*, (1956), pp. 110.

cognitive aspect is sub-taxonomy, uncovering mental activities that frequently start at the level of knowledge and end at the highest level, recognized as evaluation. The child's cognitive development will be accompanied by his or her increasing age. A child's cognitive development is divided into four stages: (1) motor sensory/kinesthetic (age 0-2 years); (2) preoperational (age 2-7 years); (3) concrete operational (age 7-11 years); and (4) formal operational (age 7-11 years) (age 11 and over). These four developments are intertwined because they occur on a regular basis.[79]

2) Affective Aspect

Attitudes and values are examples of affective aspects. Feelings, interests, beliefs, emotions, and values are examples of behavioral characteristics in the affective domain. Moreover, an individual's affective state will be reflected in their attitudes and perceptions, which include: (1) self-concept and self-esteem; (2) self-efficacy and contextual efficacy; and (3) self-acceptance and acceptance of others. The totality of a person's attitudes and perceptions of himself is referred to as self-concept. While self-esteem refers to a person's perceptions and assessments of his or her own worth based on their accomplishments.

This attitude reflects someone who has a true understanding of himself and has developed a philosophy of self-respect as a human being. Contextual efficacy is a person's ability to deal with the limitations of external factors at a given time, whereas self-efficacy is one's belief in one's own ability to arouse the passion and activities of others.

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[79] Piaget, J., *Intelligence and Affectivity: Their Relationship during Child Development*, (1981), pp. 20.

This attitude implies that one's point of view can affect others, and that one's approach can be imitated and valued by others. Self-acceptance philosophy is a symptom of a person's feelings toward themselves, whether positive or negative, based on an honest assessment of their talents and abilities. Another type of acceptance is the ability to accept the existence of others, which is strongly influenced by one's ability to recognize one's own existence.

This attitude is exemplified by a person who is honest about his strengths so that he can accept the existence of other people with different talents. Affective aspects are further divided into five categories:

1. Receiving or Attending

This relates one's ability to pay attention and respond appropriately to stimuli, as well as one's ability to show consideration or respect for others. Acceptance is the lowest learning achievement in the affective domain. For example, I am paying attention to what others have to say.

2. Responding

This aspect is one level above acceptance, and it is evident when students are engaged and enthusiastic about a subject. Children can take part in educational activities and are always eager to react and act. For instance, they take part in a lesson-related class discussion.

3. Valuing (valuing or appreciating)

Acceptance, refusal or failure to express an opinion is the examples of this domain. Also, the ability to communicate what is good and bad about an activity

or event and then demonstrates it through behavior. Proposing a group activity for a particular topic, for instance.

4. Organization (regulate or organize)

The organization's goal is to bring people's values together. These various attitudes help children to be more consistent, form their intrinsic value, and resolve inter-child conflicts. It also aligns differences in existing values and reconciles them.

5. Characterization by a value or value complex

The personality and vitality of a person are represented by this domain reference. All of this will be reflected in personal, social, and emotional order behavior. Values have worked to make behavior more predictable in the natural world.

3) Psychomotor Aspect

The psychomotor domain is concerned with a person's skills or ability to act after they have had specific learning experiences. Cognitive learning outcomes (understanding something) and affective learning outcomes are combined to form psychomotor learning outcomes (which only appear in the form of behavioral tendencies). Running, jumping, painting, dancing, hitting, and other physical activities are all part of the psychomotor domain. Walking and holding objects are two universal types of psychomotor behavior that must be mastered by each individual in infancy or early childhood (prehension). Both types of psychomotor skills serve as a foundation for the development of more complex abilities such as playing and working. Body movements, coordination, and exceptional motor

skills are all examples of motor behavior. Seven psychomotor categories exist, ranging from the most basic to the most advanced.

1. Impersonation

When a child can translate a stimulus or sensor into a motor movement, they fall into this category. Children can observe a campaign and then begin to imitate movements in response to what they see; the imitation form is not precise and imperfect.

2. Readiness

The mental, physical, and emotional aspects of a child's readiness to move are all considered. At this stage, children not only imitate but also display things according to the instructions given. The child further demonstrates the choice movements he masters during the exercise process and decides how he will react to various situations.

3. Guided Response

This is the first step in learning complex movements, that either includes imitation and experimental demonstrations. Continuous practice is the key to success in performance.

4. Mechanism

It's the second stage of learning a difficult skill. At this point, the learned response has become second nature, and the movement can be executed with increased confidence and accuracy.

5. Response

Complex patterns of movement are involved in this stage of skilled motor movement. Accurate and coordinated appearance, but with minimal effort, indicates movement skills. Consistent and automatic changes are included in judgments.

6. Adaptation

Motor mastery has progressed to the point where children can modify and adapt their skills to develop in a variety of situations.

7. Creation

To meet the demands of a situation, they create various modifications and new movement patterns. By emphasizing creativity based on rapidly developing abilities, the learning process generates new things or movements.
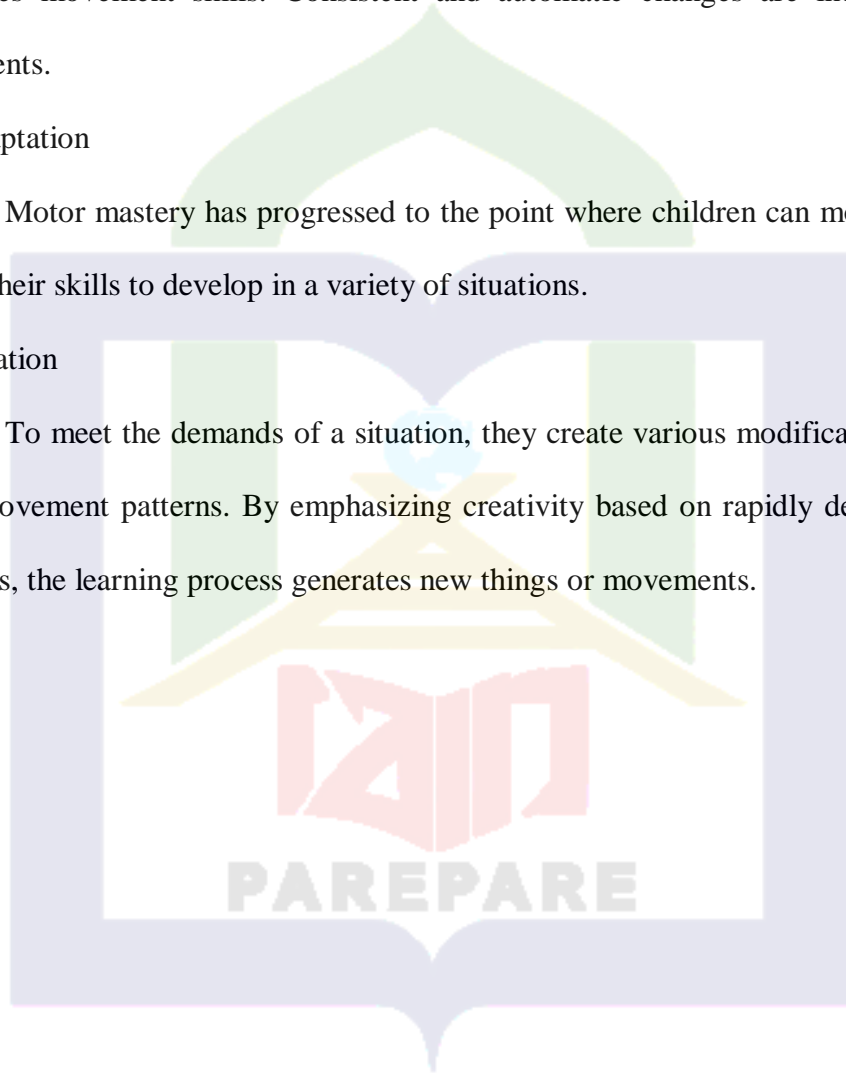
C.   Conceptual Framework

Figure 2.2 Conceptual Framework of the Research

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                 ┌─────────────────────┐
                 │   Teacher-Students  │
                 │     Interaction     │
                 └─────────────────────┘
                            │
                            ▼
                 ┌─────────────────────┐
                 │    Teacher Talk     │
                 └─────────────────────┘
                            │
                            ▼
              ┌────────────────────────────┐
              │    Learning Motivation     │
              └────────────────────────────┘
                  │                    │
                  ▼                    ▼
        ┌────────────────────┐  ┌────────────────────┐
        │ Instrumental       │  │ Integrative        │
        │ Motivation         │  │ Motivation         │
        └────────────────────┘  └────────────────────┘
                            │
                            ▼
                 ┌─────────────────────┐
                 │    Achievement      │
                 └─────────────────────┘
              │             │             │
              ▼             ▼             ▼
        ┌──────────┐  ┌──────────┐  ┌──────────────┐
        │ Cognitive│  │ Affective│  │ Psychomotor  │
        └──────────┘  └──────────┘  └──────────────┘
                            │
                            ▼
              ┌────────────────────────────┐
              │ Students' Learning         │
              │ Achievement                │
              └────────────────────────────┘
```
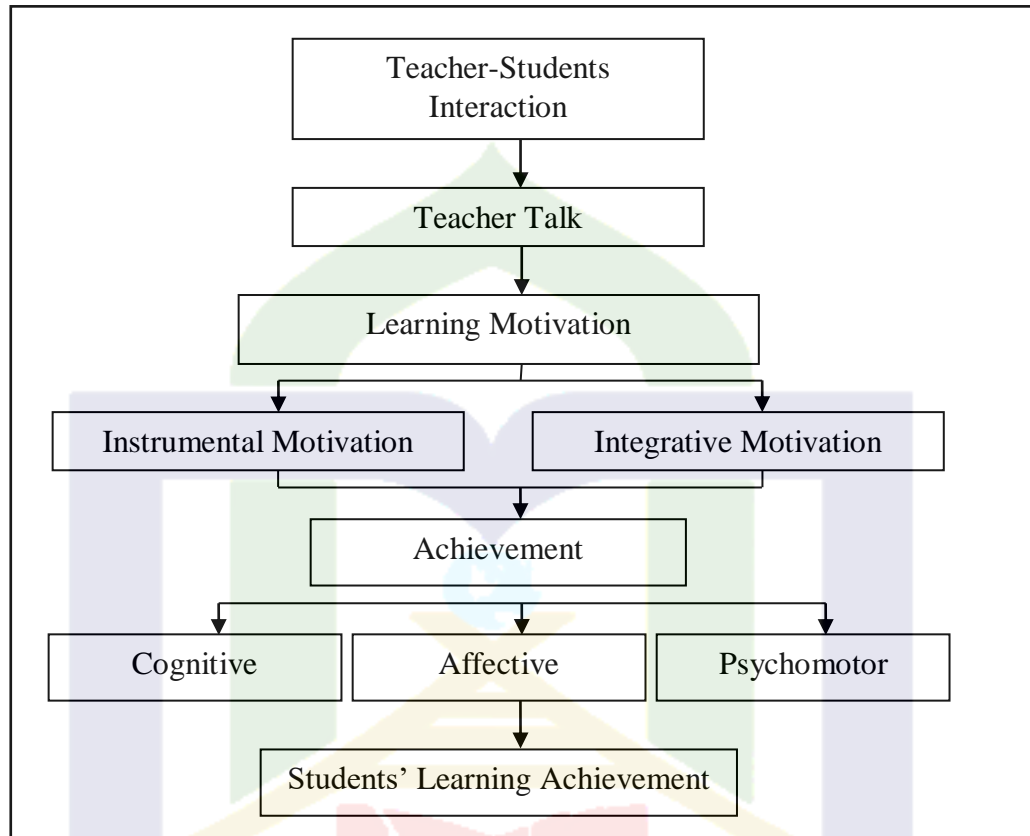
Based on the conceptual framework above, it shows that in teaching and learning process must have an interaction between teacher and students. The teacher should be aware to the fluency of their speech, how much the teacher talk, and what a meaningful talk need to be performed. It will become a noticeable factor to inspire students' motivation to take an active part in learning process. Motivation is one of the psychological factors that affecting students' learning achievement, which comes from their social environment (instrumental motivation) and within themselves (integrative motivation). A student with high learning motivation will make some effort to achieve his learning goal, including knowledge (cognitive), attitudes (affective), and skills (psychomotor). Finally,

students' learning achievement is the result that the students achieve in the revelation of knowledge, attitudes and skills developed in from the classroom interaction.

D. Operational Definition of Research Variables

This research involves three variables namely teacher-student interaction, learning motivation and achievement in which the first variable will provide information for the other variables. The explanation of these three variables is explained as follows:

a. Teacher-Students Interaction: all of interactions that occur from teacher and students to exchange their ideas, feelings, opinions, views, perceptions, and etc. in the teaching and learning process.

b. Learning Motivation: an influence from internal or external forces that gives the students power to learn.

c. Learning Achievement: the result that has been achieved or acquired by the students from their learning process.

CHAPTER III
METHODOLOGY OF THE RESEARCH

This part consists of the guideline to reach the objectives of this research. It provides readers information about research design, research location and duration, research subjects, research instruments, data collection, and data analysis as well.

A. Research Design

This research used a quantitative method since the purposes of this research are to find out the students learning motivation and achievement as the relationship of teacher-students interaction. This research is associative quantitative with the quantitative correlational design in testing the impact of one variable on other variables The variables could be measured typically on instruments, so that numbered data could be analyzed using statistical procedures.[80]

B. Location and Duration of the Research

1. Research Location

This research had been conducted in Pondok Pesantren DDI at Jl. Abu Bakar Lambogo Parepare.

2. Research Duration

This research took one month in its process including initial study, research activity and data analysis.

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[80] J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th Edition*, (2014), pp. 283.

C. Population and Sample

1. Population

The subject of this research was the whole students of eleventh grade of Pondok Pesantren DDI Parepare in academic year 2020/2021 in which consists of two classes and the total population is 40 students. Those classes are XI IPA and XI IPS.

2. Sample

Sample is a small part of the population that is selected for processing the observation and analysis. Sampling is a technique in taking sample which give opportunity to every element or population member to be chosen as sample. In this research, the researcher used random sampling technique in choosing sample. After calculating, the researcher found 33. Therefore, the sample of this research was 33 students of the eleventh grade of Pondok Pesantren DDI Parepare.

D. Instrument of the Research

1. Questionnaire

Questionnaire is data collection instrument consist of various written questions related to the research variables and will be given to the students to be answered with the option-based answers.[81] The students can choose the alternative answer based on their point of view free handedly.

The questionnaire's range of answer is based on Likert's Scale. It is used to measure attitude, opinion, perception based on the certain phenomenon.

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[81] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, pp.199.

Table 3.1 Questionnaire Range

VARIABLE	INDICATOR	QUESTION NUMBER
Teacher-Students Interaction	Posing Information	1 – 2
	Correcting without refusal	3 – 4
	Giving guidance	5 – 6
	Criticizing students behavior	7 – 8
	Criticizing students' response	9 -10
Learning Motivation	Instrumental Motivation	11 – 15
	Integrative Motivation	15 - 20
Learning Achievement	Cognitive	21 – 23
	Affective	24 - 26
	Psychomotor	27 – 30

The questionnaire is translated into Bahasa Indonesia. This is aimed to avoid possibility of different perception in understanding the statement. Therefore, using Bahasa Indonesia in the statement is useful for students to understand and answer the question.

2. Documentation

This type of data collection mainly focuses on collecting related documents, picture and other related information to the research need. [82] The simplicity, low cost and time efficiency is the benefit of this instrument.

E. Technique of Data Analysis

1. The Formula of Questionnaire

There are thirty statements in the questionnaire given to the students. The percentage of the students answer is presented by using the formula of Likert scale as follows:

Table 3.2 Classification of the Students' Answer by Using Likert Scale

Score	Category
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree [83]

The rating score of the students' responses trough questionnaire as follows:

Table 3.3 Score interpretation criteria based on intervals through Questionnaire

Range	Category
80 – 100 %	Strongly Positive
60 – 79 %	Positive
40 – 59 %	Fair

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[82] Husaini Usman dan Purnomo Setiady Akbar, *Metodologi Penelitian Sosial*, (2006), pp. 69.

[83] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (1998), pp. 76.

20 – 39 %	Negative
0 – 19 %	Strongly Negative

The researcher calculated mean score by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = Mean Score

$\sum x$ = the Sum of all score

N = the total number of score

The questionnaire data will be analyzed by using the pattern above. The range and category is used to measure how the response of students related to the learning process.

2. Inferential Analysis

   a. Validity Test

The validity test used to measure the accuracy of the questionnaire items as the main condition for the instrument to be used with high validity. By correlating each item's score with the score of total items, the high analysis needed to have the correct measurement score.

The data validity test in this study was conducted to test each statement item used in this study, whether it has a valid value or not. To find out whether the statement item for the variable are valid or not, we could see the value in "Corrected Item-Total Correlation" table. In the validity test, this value is also known as the calculated r_{value}. The SPSS application used to validate each items of the questionnaire.

Through analysis with the SPSS, the calculated r $_{value}$ is known. The next step is to find the value of r $_{table}$. The r $_{value}$ of the product moment table is searched for the distribution of the statistical table r $_{value}$ based on DF (Degree of Freedom) value in the study. The DF formula is N-2, then the DF value in this study is DF = 33-2 = 31. Based on the distribution of the r $_{value}$ of the product moment table for n 31 at a significance of 5% is 0.344.

The instrument validity testing will use the SPSS with the following criteria:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 \ (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Note:

r$_{xy}$ = Correlation Coefficient

n   = The number of sample

X = Independent variable total score

Y = Dependent variable total score[84]

The instrument validity testing will use the SPSS application with the following criteria:

R – Value > R – Table = Valid

R – Value < R – Table = Not Valid

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[84] Syofian Siregar, *Metode Penelitian Kuantitatif dilengkapi dengan perbandingan Perhitungan Manual & SPSS,* (2014)

a) The Result of Validity Test of Variable X

Table 3.4 The Result of Validity Test of Variable X

No	R $_{value}$	R $_{table}$	Criteria
1	0.398	0.344	Valid
2	0.353	0.344	Valid
3	0.422	0.344	Valid
4	0.398	0.344	Valid
5	0.474	0.344	Valid
6	0.353	0.344	Valid
7	0.353	0.344	Valid
8	0.456	0.344	Valid
9	0.427	0.344	Valid
10	0.619	0.344	Valid

Based on the table above, it is known that each statement item has a value of r $_{count}$ > r $_{table}$, so it can be conclude that each statement item in the Teacher-Students Interaction variable (X) used in this study is valid.

b) The Result of Validity Test of Variable Y1

Table 3.5 The Result of Validity Test of Variable Y1

No	R $_{value}$	R $_{table}$	Criteria
1	0.576	0.344	Valid
2	0.422	0.344	Valid
3	0.619	0.344	Valid
4	0.474	0.344	Valid
5	0.580	0.344	Valid
6	0.422	0.344	Valid
7	0.404	0.344	Valid
8	0.530	0.344	Valid

| 9 | 0.404 | 0.344 | Valid |
| 10 | 0.611 | 0.344 | Valid |

According to the table above, it is known that each statement item has a value of r $_{count}$ > r $_{table}$, which means that each statement item in the Learning Motivation variable (Y1) used in this study is valid.

c) The Result of Validity Test of Variable Y2

Table 3.6 The Result of Validity Test of Variable Y2

No	R $_{value}$	R $_{table}$	Criteria
1	0.635	0.344	Valid
2	0.565	0.344	Valid
3	0.724	0.344	Valid
4	0.427	0.344	Valid
5	0.590	0.344	Valid
6	0.680	0.344	Valid
7	0.456	0.344	Valid
8	0.420	0.344	Valid
9	0.398	0.344	Valid
10	0.507	0.344	Valid

The result on the table shows that each statement item has a value of r $_{count}$ > r $_{table}$. From the data we can know that each statement item in the Learning Achievement variable (Y2) used in this study is valid.

b. Reliability Test

Reliability refers to the consistency of a measure. The data reliability test in this study was conducted to test whether each statement item used in this study was consistent or inconsistent. This test was done by calculating the Cronbach's

Alpha coefficient of each item in a variable. The instrument can be said to be reliable if it has a Cronbach's Alpha coefficient of more than 0.60.[85]

The *Cronbach's Alpha* used as pattern in testing this reliability test, as follows:

$$\alpha = \left[\frac{K}{K-1}\right]\left[1\frac{\Sigma_i^2}{\sigma_t^2}\right]$$

Note:

α = Coefficient Reliability

K = The number of questions

Σ_i^2 = The number of variant

σ_t^2 = Total Variant

All the test was done by SPSS, all valid data after being test by validation test was been test again through reliability test with the following criteria;

r α > 0.60 = Reliable

r α < 0.60 = Not Reliable

a) The Result of Reliability Test of Variable X

Table 3.7 The Result of Reliability Test of Variable X

No	Cronbach's Alpha	Minimum	Criteria
1	0.838	0.60	Reliable
2	0.602	0.60	Reliable
3	0.785	0.60	Reliable
4	0.838	0.60	Reliable
5	0.785	0.60	Reliable
6	0.602	0.60	Reliable
7	0.602	0.60	Reliable

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[85] Imam Ghozali, *Aplikasi Analisis Multivariate dengan Program SPSS (Edisi Ke 4),* (2006), pp. 42.

8	0.832	0.60	Reliable
9	0.834	0.60	Reliable
10	0.758	0.60	Reliable

Based on the calculation of reliability with SPSS, each item of the variable Teacher-Students Interaction (X) has Cronbach's Alpha values consecutively above 0.60. So it can be said that all item of the instrument are reliable.

b) The Result of Reliability Test of Variable Y1

Table 3.8 The Result of Reability Test of Variable Y1

No	Cronbach's Alpha	Minimum	Criteria
1	0.768	0.60	Reliable
2	0.785	0.60	Reliable
3	0.758	0.60	Reliable
4	0.778	0.60	Reliable
5	0.766	0.60	Reliable
6	0.785	0.60	Reliable
7	0.785	0.60	Reliable
8	0.771	0.60	Reliable
9	0.785	0.60	Reliable
10	0.761	0.60	Reliable

According to the calculation of reliability test with SPSS, each item of the variable Learning Motivation (Y1) has Cronbach's Alpha values consecutively above 0.60. So, it can be conclude that all item of the instrument are reliable.

c) The Result of Reliability Test of Variable Y2

Table 3.9 The Result of Reliability Test of Variable Y2

No	Cronbach's Alpha	Minimum	Criteria
1	0.816	0.60	Reliable
2	0.823	0.60	Reliable
3	0.810	0.60	Reliable
4	0.834	0.60	Reliable
5	0.820	0.60	Reliable
6	0.811	0.60	Reliable
7	0.832	0.60	Reliable
8	0.837	0.60	Reliable
9	0.838	0.60	Reliable
10	0.829	0.60	Reliable

Based on the calculation of reliability test with SPSS, each item of the variable Learning Achievement (Y2) has Cronbach's Alpha values consecutively above 0.60. So it can be said that all item of the instrument are reliable.

The result of reliability test of all variable show that each item or statement of each variable has a strong level of reliability, or it can also be understood that each instrument in this study is reliable.

3. Normality Test

Normality test is a test to assess the data spread of the group or variable. The statistical parametric test between T-Test used to find out the normality of the data distribution. Normality test is used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. This test used *Statistical*

Product and Service Solution (SPSS). When Sig. > 0.05 hypothesis accepted and data are called as normally distributed.

Sig. > 0.05 = Normal

Sig. < 0.05 = Not Normal

a) The Result of Normality Test of Variable X toward Y1

According to the result of One-Sample Kolmogorov-Smirnov Test, the significance value of Asymp. Sig. (2-tailed) is 0.200 which is greater than 0.05. So, it can be concluded that the data on this research is normally distributed.

b) The Result of Normality Test of Variable X toward Y2

According to SPSS using One-Sample Kolmogorov-Smirnov Test, the significance value of Asymp. Sig. (2-tailed) is 0.140 which is greater than 0.05. So, we can know that the data of teacher students' interaction toward students learning achievement is normally distributed.

4. Significant Coefficient Correlation Test

Significant test is a procedure used to test the accuracy or the error of the hypothesis result. This type of testing aims to compare the average of one population or two has significant difference. The statistical hypothesis on significant coefficient correlation test presents as follows:

$H_O: \rho = 0$ (There is no significant correlation between variable)

$H_1: \rho \neq 0$ (There is no significant correlation between variable)

Significant coefficient correlation test is taken from the table of *Correlation* in SPSS 25. The testing criteria is, if sig<0,05 H_0 is rejected and H_1 is accepted.[86]

Pearson Product Moment Correlation used to measure the closeness of a linear relationship between two variables that have a normal distribution. The decision making is if the significance value is < 0.05 then there is a correlation between variables, if the significance value is > 0.05 then there is no correlation.[87]

As for formulating the strength of the relationship or correlation between variables as stated in Sugiyono, namely as follows:

0.00 – 0.199 = Very Weak

0.20 – 0.399 = Weak

0.40 – 0.599 = Medium

0.60 – 0.799 = Strong

0.80 – 1000 = Very Strong.[88]

a) Impact of Teacher-Students Interaction (X) toward Learning Motivation (Y1)

The result of data analysis shows the correlation between teacher-students interaction (X) and learning motivation (Y1) is positively very strong, that is 1.00. Positive means that the relationship between teacher-students interaction and learning motivation is unidirectional, meaning that the better teacher-students interaction, the greater students' learning motivation.

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[86] Sugiyono, Metode *Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, pp. 172-173.

[87] Ce Gunawan, (2018), *Mahir Menguasai SPSS (Mudah Mengelola Data dengan IMB SPSS Statistic 25*. pp. 131.

[88] Sugiyono, (2016), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, pp. 184.

b) Impact of Teacher-Students Interaction (X) toward Learning Achievement (Y2)

The data analysis shows that the correlation between teacher-students interaction (X) and learning achievement (Y2) is positive in range of medium, which is 0.599. It means that teacher-students interaction has a significant impact on learning motivation.

5. Hypothesis Testing

a) Simple Linear Regression

The main point of the regression analysis is to predict the value of one variable in relation to other variable through the similarity of the regression line. The aim of simple linear regression analysis test in this study is to determine whether or not there is a relationship between one variable on another variables. In this case, the variables are teacher-students interaction, learning motivation and learning achievement.

For simple linear regression, it is only involves two variables, the line similarity draws in the following pattern:

$$Y = \alpha + b.X$$

Note:

Y = Dependent Variable

X = Independent Variable

α = Constanta

b = Regression Coefficient

In order to find out the amount of contribution given by one or more independent variable (X) to dependent variable (Y), the Coefficient Determination pattern is used.[89]

    1) Analysis of Variable X toward Y1

In general, the formula for the linear regression equation is Y=α+b.X. While to find out the value of the regression coefficient, we can refer to the output in the coefficient table.

a = constant number of unstandardized coefficients. In this case the value is 7,422 which mean that if there is no teacher-student interaction (x) then the learning motivation value (Y1) is 7,422.

b = number of regression coefficients. The value is 0,784. This number means that every 1% addition to the level of teacher-student interaction (X) then the consistent value of learning motivation (Y1) is 0,784.

The regression coefficient is positive, so it can be concluded that teacher-student interaction (X) has a positive impact on learning motivation (Y1). So the regression equation is Y = 7,422 + 0,784X.

    2) Analysis of Variable X toward Y2

The table above shows the coefficient number of variable X (teacher-students interaction) toward Y2 (learning achievement).

a = constant number of unstandardized coefficients. In this case the value is 7,564 which mean that if there is no teacher-student interaction (X) then the learning achievement value (Y2) is 7,564.

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[89] Syofian Siregar, *Statistika Deskriptif untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17,* (2010).

b = number of regression coefficients. The value is 0,806. This number means that every 1% addition to the level of teacher-student interaction (X) then the consistent value of learning achievement (Y2) is 0,806.

The regression coefficient is positive, so it can be concluded that teacher-student interaction (X) has a positive impact on learning achievement (Y2). So the regression equation is Y = 7,564 + 0,806X.

b) T-Test Analysis

Hypothesis analysis used to test the research hypothesis. The correlation between dependent variable and independent variable is analyzed through simple linear regression analysis. The statistical hypothesis presents as follows:

The testing criteria presents as follow:

if $t_{count} \geq t_{table}$ = H_0 rejected and H_1 accepted

if $t_{count} \leq t_{table}$ = H_0 accepted and H_1 rejected[90]

The testing criteria use SPSS explain in one sample Test table as follows:

If Sig. value ≤ 0,05 = H_0 is rejected

1) The Impact of Teacher-Students Interaction on Students' Learning Motivation

Hypothesis testing serves to determine whether the regression coefficient is significant or not. There are hypotheses in this study, namely:

H_0 : There is no significant impact between teacher-students interaction on students' learning motivation

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[90] Syofian Siregar, *Statistika Deskriptif untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17,* (2010).

H_1 : There is a significant impact between teacher-students interaction on students' learning motivation

Meanwhile, to determine whether the regression coefficient is significant or not (in the sense that the X variable affects the Y1 variable), a hypothesis test is carried out by comparing the significance value (Sig.) with a probability of 0.05 or in another way, namely comparing the t-count value with the t-table.

1. If significance value (Sig.) < probability 0.05 means there is an impact between teacher-students interaction (X) on students' learning motivation.

2. If significance value (Sig.) > probability 0.05 means there is no an impact between teacher-students interaction (X) on students' learning motivation (Y1).

According to result of data analysis of variable X toward Y1, It is known that the significance value (Sig.) of 0.00 is lower than the probability of 0.05, so it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is an impact of teacher-students interaction (X) on students' learning motivation (Y1).

The next hypothesis testing is carried out by comparing the t-count value with the t-table. This hypothesis testing is often called the t-test, which uses the following criteria:

1. If the t-count value is higher than t-table, then there is an impact of teacher-students interaction (X) on learning motivation (Y1).

2. If the t-count value is smaller than t-table, then there is no impact of teacher-student interaction (X) on learning motivation (Y1).

Based on data analysis result, it is known that the t-count value is 5.053 and the t-table value is 0.344. Because the t-count value is higher than t-table, it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is an impact of teacher-students interaction (X) on learning motivation (Y1).

To determine the amount value of the impact of teacher-students interaction (X) on learning motivation (Y1) in a simple linear regression analysis, it can be seen in the R Square value contained in the SPSS output of the Model Summary section. From the output in data analysis result, it is known that the value of R Square is 0.452. This value means that the effect of teacher-students interaction (X) on learning motivation (Y1) is 45.2%.

2) The Impact Of Teacher-Students Interaction On Students' Learning Achievement

Hypothesis testing serves to determine whether the regression coefficient is significant or not. There are hypotheses in this study, namely:

H_0 : There is no significant impact between teacher-students interaction on students' learning achievement

H_1 : There is a significant impact between teacher-students interaction on students' learning achievement

Meanwhile, to determine whether the regression coefficient is significant or not (in the sense that the X variable affects the Y2 variable), a hypothesis test is carried out by comparing the significance value (Sig.) with a probability of 0.05 or in another way, namely comparing the t-count value with the t-table.

1. If significance value (Sig.) < probability 0.05 means there is an impact between teacher-students interaction (X) on students' learning achievement (Y2).

2. If significance value (Sig.) > probability 0.05 means there is no an impact between teacher-students interaction (X) on students' learning achievement (Y2).

According to result of data analysis of Variable X toward Y2, it is known that the significance value (Sig.) of 0.00 is lower than the probability of 0.05, so it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is an impact of teacher-students interaction (X) on students' learning achievement (Y2).

The next hypothesis testing is carried out by comparing the t-count value with the t-table. This hypothesis testing is often called the t-test, which uses the following criteria:

1. If the t-count value is higher than t-table, then there is an impact of teacher-students interaction (X) on learning achievement (Y2).

2. If the t-count value is smaller than t-table, then there is no impact of teacher-student interaction (X) on learning achievement (Y2).

Based on the data analysis result, it is known that the t-count value is 4.947 and the t-table value is 0.344. Because the t-count value is higher than t-table, it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is an impact of teacher-students interaction (X) on learning achievement (Y2).

To determine the amount value of the impact of teacher-student interaction (X) on learning achievement (Y2) in a simple linear regression analysis, it can be seen in the R Square value contained in the SPSS output of the Model Summary section. From the result of data analysis, it is known that the value of R Square is 0.458. This value means that the effect of teacher-student interaction (X) on learning achievement (Y2) is 45.8%.

CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter consists of two sections namely finding and discussions. The findings of this research present the data of the impact of teacher-students interaction on their learning motivation and achievement. In addition, the discussion of this research explains the findings and supported theories as the result of this research.

A. Findings

The results of this research show the relationship of students learning motivation and achievement with teacher-students interaction. The results show that teacher-students interaction gives positive impact to the students learning motivation as well their achievement.

The mean score of each variable was achieved by dividing the sum of all scores to the subjects' total number was in the following table:

Table 4.1 Students' Mean Score in Teacher-Students Interaction

Option	Mean Score
Strongly Agree	3
Agree	5
Neutral	4
Disagree	1
Strongly Disagree	0

It can be seen that there were 3% strongly agree, students agree were 5% students, 4% students neutral, and there were 1% students disagree with the

statement. It was give information that most of students have good interaction with the teacher.

Table 4.2 Students' Mean Score in Students' Motivation

Option	Mean Score
Strongly Agree	2
Agree	4
Neutral	4
Disagree	1
Strongly Disagree	0

The table above shows that there were 2% students strongly agree and 4% of them agree with the statement. While, 4% of the students chose neutral and 1% of them disagree with the statement.

Table 4.3 Students' Mean Score in Students' Achievement

Option	Mean Score
Strongly Agree	2
Agree	4
Neutral	3
Disagree	1
Strongly Disagree	1

From the table above we can see that 2% of the students strongly agree with the statement. 4% of them agree and 3% chose neutral. While 1% of the students chose disagree.

Table 4.4 Students' Frequency

Option	Frequency
Strongly Agree	208
Agree	370
Neutral	379
Disagree	25
Strongly Disagree	8

The table above indicated that there were 208 strongly agree, 370 agree, 379 neutral, 25 disagree, and 8 strongly disagree. It was give the information that most of students chose neutral in the questionnaire items.

In the following paragraph, researcher explained the scoring classification of teacher-students interaction, students' learning motivation and their achievement in learning.

1. Teacher-Students Interaction Item 1

The teacher-students interaction can give wide information along with creative ideas in learning.

Table 4.5 Classification of Questionnaire in Item 1

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	9	27%
2	Agree	11	33%
3	Neutral	13	40%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

From questionnaire item 1, there were 9 (27%) students strongly agree, 11 (33%) students agree, and 13 (40%) students chose neutral. It was give information that most of the students were undecided that teacher-students interaction can give them wide information along with creative ideas in learning. Teacher-students interaction should providing information, facts, theory or ideas, which influence the students learning motivation as well as achievement.

2. Teacher-Students Interaction Item 2

With teacher-students interaction, the students are able to ask various questions freely.

Table 4.6 Classification of Questionnaire in Item 2

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	11	33%
2	Agree	12	37%
3	Neutral	9	27%
4	Disagree	1	3%
5	Strongly Disagree	0	0
	Total	33	100%

From questionnaire item 2 , students strongly agree with the statement in 11 (33%), students agree in 12 (37%), neutral 9 (27%), and students disagree in 1 (3%). This indicates that most of the students agree that they were able to ask various questions freely with their teacher. When the students feel free to interact with teacher and receive positive reaction, they would more likely to be active and perform well on the task.

3. Teacher-Students Interaction Item 3

Students have a positive reaction and guidance when making mistakes.

Table 4.7 Classification of Questionnaire in Item 3

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	18	55%
2	Agree	13	39%
3	Neutral	2	6%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

In the questionnaire item 3, 18 (55%) of the students strongly agree with the statement. 13 (39%) agree, and 2 (6%) undecided. In teaching and learning process, teacher could criticizes the students, informing the students that their answer is not correct or acceptable and communicating criticism, displeasure, annoyance, and rejection by word or intonation.

4. Teacher-Students Interaction Item 4

The teacher is friendly in correcting students' mistakes.

Table 4.8 Classification of Questionnaire in Item 4

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	11	33%
2	Agree	8	24%
3	Neutral	14	43%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The statement item 4 got 11 (33%) strongly agree, 8 (24%) agree and 14 (43%) neutral. This means that, most of students still need proper or friendly reaction when they made a mistake without using words or intonations that express criticism.

5. Teacher-Students Interaction Item 5

The teacher-students interaction process creates active classroom activity by group learning.

Table 4.9 Classification of Questionnaire in Item 5

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	1	3%
2	Agree	2	6%
3	Neutral	27	82%
4	Disagree	3	9%
5	Strongly Disagree	0	0
	Total	33	100%

From the statement item 5, 1 (3%) students strongly agree, 2 (6%) students agree, 27 (82%) students undecided and 3 (9%) students disagree with the statement. This means that students want more active classroom activity like group learning to make them motivated to learn and got well achievement.

6. Teacher-Students Interaction Item 6

The existence of teacher-students interaction, the learning instruction is easily acceptable.

Table 4.10 Classification of Questionnaire in Item 6

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	10	30%
2	Agree	10	30%
3	Neutral	13	40%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The statement item 6 got 10 (30%) students who strongly agree, 10 (30%) agree, and 13 (40%) students undecided. Students need the teacher to offer them instruction and guidance to make the students easily accepts the learning material. Indeed students want their teacher to be more interactive in class.

7. Teacher-Students Interaction Item 7

The teacher easily corrects the students' mistakes.

Table 4.11 Classification of Questionnaire in Item 7

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	6	18%
2	Agree	15	46%
3	Neutral	11	33%
4	Disagree	0	0
5	Strongly Disagree	1	3%
	Total	33	100%

The table above shows that 6 (18%) students strongly agree, 15 (46%) agree, 11 (33%) undecided, and 1 (3%) students strongly disagree with the statement. This result means that teacher should be able to correct the students'

errors effectively. This will help them grow and develop their skills and feel at the time undeterred.

8. Teacher-Students Interaction Item 8

The teacher critic is well-acceptable.

Table 4.12 Classification of Questionnaire in Item 8

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	9	27%
2	Agree	13	40%
3	Neutral	11	33%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The table above shows that 9 (27%) students strongly agree, 13 (40%) students agree, and 11 (33%) students undecided that their teacher critics were well-acceptable.

9. Teacher-Students Interaction Item 9

The teacher is easily gives an advice toward inappropriate response.

Table 4.13 Classification of Questionnaire in Item 9

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	2	6%
2	Agree	4	12%
3	Neutral	20	61%
4	Disagree	5	15%
5	Strongly Disagree	2	6%
	Total	33	100%

From the table above, there were 2 (6%) students strongly agree, 4 (12%) students agree, 20 (61%) students chose neutral, 5 (15) students disagree, and 2 (6%) students strongly disagree with the statement. The students need advice about their incorrect or unacceptable response to make them motivate to learn and get high learning achievement.

10. Teacher-Students Interaction Item 10

The teacher's advice by using a good intonation, expression and proper words is well-acceptable.

Table 4.14 Classification of Questionnaire in Item 10

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	9	27%
2	Agree	8	24%
3	Neutral	16	49%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The table shows that there were 9 (27%) students strongly agree, 8 (24%) students agree, 16 (49%) students undecided with the statement. Teacher advice in learning gives big impact to the students' motivation. But in this case, the teacher should control her intonation, expression and words to be well-acceptable.

11. Students' Learning Motivation Item 11

The teacher-students interaction can drive the students to reach the learning goal.

Table 4.15 Classification of Questionnaire in Item 11

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	3	9%
2	Agree	13	39%
3	Neutral	17	52%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The table above shows that 3 (9%) students strongly agree, 13 (39%) students agree, and 17 (52%) students chose neutral on the statement item 11. Teacher as the external factor of motivation should encourage the students' success in reaching the learning goal.

12. Students' Learning Motivation Item 12

The students are well-encourage to gain the dream as a higher level of education.

Table 4.16 Classification of Questionnaire in Item 12

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	7	21%
2	Agree	11	33%
3	Neutral	14	43%
4	Disagree	1	3%
5	Strongly Disagree	0	0
	Total	33	100%

From the table above, there were 7 (21%) students strongly agree, 11 (33%) students agree, 14 (43%) students undecided, and 1 (3%) student disagree with the statement item 12. Teacher and students should organize their collaborative work in class, as well as understanding what motivate students to learn and achieve their dream.

13. Students' Learning Motivation Item 13

The students are motivated to continue the study at higher level of education.

Table 4.17 Classification of Questionnaire in Item 13

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	8	24%
2	Agree	15	46%
3	Neutral	8	24%
4	Disagree	2	6%
5	Strongly Disagree	0	0
	Total	33	100%

The table shows that 8 (24%) students strongly agree, 15 (46%) students agree, 8 (24%) students chose neutral, and 2 (6%) students disagree with the statement item 13. Good teacher-students interaction will motivate the students to the power of learning, goal-setting, and learning consistency.

14. Students' Learning Motivation Item 14

The students are motivated to have a proper job.

Table 4.18 Classification of Questionnaire in Item 14

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	6	18%
2	Agree	12	36%
3	Neutral	15	46%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The table shows that 6 (18%) students strongly agree, 12 (36%) students agree, and 15 (46%) students undecided about the statement. Creating learning interaction that encourages positive cultures with healthy collaborations can motivate students' curiosity and interest and desires to achieve a better job.

15. Students' Learning Motivation Item 15

The students are driven to have a good income.

Table 4.19 Classification of Questionnaire in Item 15

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	4	12%
2	Agree	12	36%
3	Neutral	17	52%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

From the table above, there were 4 (12%) students strongly agree, 12 (36%) students agree, and 17 (52%) students undecided with the statement.

Teacher-students interaction should ensure that students have the support and resources they need to be success and have a good income.

16. Students' Learning Motivation Item 16

The students are challenged to develop themselves.

Table 4.20 Classification of Questionnaire in Item 16

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	9	27%
2	Agree	16	49%
3	Neutral	8	24%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The table above shows that 9 (27%) students strongly agree, 16 (49%) students agree, and 8 (24%) students chose neutral. Teacher needs to be sure that they offer a variety of different learning experiences in their classroom interaction. It is also important to provide some creative/artistic activities, book-work, skits, real-world scenarios, music, discussions, etc. that will challenge students to develop themselves and make them feel a higher level of success. Whenever the teacher creates a positive learning environment for students, they are more likely to attend and perform well on the class.

17. Students' Learning Motivation Item 17

The students actively try to learn and master the material individually.

Table 4.21 Classification of Questionnaire in Item 17

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	6	18%
2	Agree	14	43%
3	Neutral	13	39%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

From the table above, there were 6 (18%) students strongly agree, 14 (43%) students agree, and 13 (39%) students undecided. Students merely aimed to achieve individual academic. Motivation to study depends on individual, his willingness. But the teacher interaction is one of the instrumental motivations that affect students' learning motivation.

18. Students' Learning Motivation Item 18

The students are more proactive in learning.

Table 4.22 Classification of Questionnaire in Item 18

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	5	15%
2	Agree	10	30%
3	Neutral	15	46%
4	Disagree	2	6%
5	Strongly Disagree	1	3%
	Total	33	100%

The table shows that 5 (15%) students strongly agree, 10 (30%) students agree, 15 (46%) students undecided, 2 (6%) student disagree, and 1 (3%) students strongly disagree. Interaction can engage the students' participation in the classroom. Teacher should create a positive classroom interaction to support students' willingness to study and make them to be more active in learning process.

19. Students' Learning Motivation Item 19

The students focus more on individual and group achievement without expecting the reward.

Table 4.23 Classification of Questionnaire in Item 19

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	2	6%
2	Agree	10	30%
3	Neutral	20	61%
4	Disagree	1	3%
5	Strongly Disagree	0	0
	Total	33	100%

From the table above, there were 2 (6%) students strongly agree, 10 (30%) agree, 20 (61%) chose neutral, and 1 (3%) students disagree with the statement. Students' interest in learning the language or improving themselves attracts them to language learning when they are motivated by the activity itself rather than the reward.

20. Students' Learning Motivation Item 20

The students are able to evaluate themselves to reach the goal.

Table 4.24 Classification of Questionnaire in Item 20

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	7	21%
2	Agree	14	43%
3	Neutral	12	36%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

The table above shows that there were 7 (21%) students strongly agree, 14 (43%) students agree, and 12 (36%) students chose neutral on the statement item 20. Learning is a process that involves recharging students' behavior attitude, habit, knowledge, and skill as a result of their interaction with teacher.

21. Students' Achievement Item 21

The teacher-students interaction creates students with good intellectual thinking process.

Table 4.25 Classification of Questionnaire in Item 21

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	4	12%
2	Agree	19	58%
3	Neutral	8	24%
4	Disagree	2	6%
5	Strongly Disagree	0	0
	Total	33	100%

The table above shows that there were 4 (12%) students strongly agree, 19 (58%) students agree, 8 (24%) students undecided, and 2 (6%) students disagree with the statement. Cognitive aspect of learning achievement is concerned with the ability to think, which includes more basic intellectual skills. Teacher could challenge students to higher order thinking and to accomplish things they deem as difficult.

22. Students' Achievement Item 22

The existence of teacher-students interaction, the problem solving is more sharpened.

Table 4.26 Classification of Questionnaire in Item 22

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	7	21%
2	Agree	9	27%
3	Neutral	15	46%
4	Disagree	1	3%
5	Strongly Disagree	1	3%
	Total	33	100%

From the table above, there were 7 (21%) students strongly agree, 9 (27%) students agree, 15 (46%) chose neutral, 1 (3%) student disagree, and 1 (3%) student strongly disagree with the statement. Positive teacher-students interaction will train students to improve their thinking skill, include the ability to solve problems.

23. Students' Achievement Item 23

The ability to arrange logical and structural idea is well-directed.

Table 4.27 Classification of Questionnaire in Item 23

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	1	3%
2	Agree	12	36%
3	Neutral	18	55%
4	Disagree	2	6%
5	Strongly Disagree	0	0
	Total	33	100%

The table shows that 1 (3%) student strongly agree, 12 (36%) students agree, 18 (55%) students undecided, and 2 (6%) students disagree with the statement. It is necessary for the students to have a good grasp of how logical ideas can relate to each other structurally.

24. Students' Achievement Item 24

The students tend to have a good behavior.

Table 4.28 Classification of Questionnaire in Item 24

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	8	24%
2	Agree	19	58%
3	Neutral	6	18%
4	Disagree	0	0
5	Strongly Disagree	0	0
	Total	33	100%

From the table above, there were 8 (24%) students strongly agree, 19 (58%) students agree, and 6 (18%) students chose neutral on the statement item

24. Teacher-students interaction is the process in which a behavioral pattern is established. Their interaction is crucial because of the fact that positive behavioral interaction prevents alienation and contributes to affective development and academic achievement

25. Students' Achievement Item 25

The ability to control emotional is reached.

Table 4.29 Classification of Questionnaire in Item 25

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	6	18%
2	Agree	12	36%
3	Neutral	13	40%
4	Disagree	2	6%
5	Strongly Disagree	0	0
	Total	33	100%

The table shows that there were 6 (18%) students strongly agree, 12 (36%) students agree, 13 (40%) students undecided, and 2 (6%) students disagree with the statement. Establishing a positive teacher-students interaction aids students' emotional development and enhance their mental well-being.

26. Students' Achievement Item 26

The students are more open minded in accepting the difference in learning process.

Table 4.30 Classification of Questionnaire in Item 26

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	3	9%
2	Agree	19	58%

3	Neutral	9	27%
4	Disagree	1	3%
5	Strongly Disagree	1	3%
Total		33	100%

From the table above there were 3 (9%) students strongly agree, 19 (58%) students agree, 9 (27%) students chose neutral, 1 (3%) student disagree, and 1 (3%) student strongly disagree with the statement. This statement relates to students' ability to show consideration or respect for others. Open-minded students can consider a problem from both sides, without injecting their opinions.

27. Students' Achievement Item 27

The students are able to give a good response toward the instruction.

Table 4.31 Classification of Questionnaire in Item 27

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	12	36%
2	Agree	15	46%
3	Neutral	6	18%
4	Disagree	0	0
5	Strongly Disagree	0	0
Total		33	100%

The table shows that there were 12 (36%) students strongly agree, 15 (46%) students agree, and 6 (18%) students undecided. Cognitive and affective learning achievements are combined to form students' psychomotor, which allow students to be guided via instruction to perform a skill.

28. Students' Achievement Item 28

The students are able to impersonate a good figure, action, and utterances.

Table 4.32 Classification of Questionnaire in Item 28

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	6	18%
2	Agree	15	46%
3	Neutral	10	30%
4	Disagree	1	3%
5	Strongly Disagree	1	3%
	Total	33	100%

The table above shows that there were 6 (18%) students strongly agree, 15 (46%) students agree, 10 (30%) chose neutral, 1 (3%) student disagree, and 1 (3%) student strongly disagree. Teacher should help students to develop and understand the standards of good figure, action, and utterances, because in learning process there is a level of imitating where the students attempt to copy behaviors.

29. Students' Achievement Item 29

The students can adapt with various environment.

Table 4.33 Classification of Questionnaire in Item 29

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	10	30%
2	Agree	15	46%
3	Neutral	7	21%
4	Disagree	1	3%
5	Strongly Disagree	0	0
	Total	33	100%

From the table above, there were 10 (30%) students strongly agree, 15 (46%) students agree, 7 (21%) students undecided, and 1 (3%) student disagree with the statement. Positive teacher-students interaction drives students to respond effectively to unexpected environment.

30. Students' Achievement Item 30

The students are able to create and improvise in developing themselves.

Table 4.34 Classification of Questionnaire in Item 30

No.	Option	Frequency	Percentage (100%)
1	Strongly Agree	8	25%
2	Agree	12	36%
3	Neutral	12	36%
4	Disagree	0	0
5	Strongly Disagree	1	3%
	Total	33	100%

The table above shows that there were 8 (25%) students strongly agree, 12 (36%) students agree, 12 (36%) students undecided, and 1 (3%) student strongly disagree with the statement item 30. Teacher-students interaction makes the students to be able to create, design and develop themselves.

Having calculated the result of students' responses for each item of the questionnaires, the researcher counted the mean score in order to know the classification of each variable.

Table 4.35 Teacher-Students Interaction

No.	Range	Category	Frequency	Persentage (%)
1	80 – 100 %	Strongly Positive	14	42%
2	60 – 79 %	Positive	19	58%

3	40 – 59 %	Fair	-	-
4	20 – 39 %	Negative	-	-
5	0 – 19 %	Strongly Negative	-	-
Total			33	100%

The table above shows that 14 (42%) students got strongly positive category while 19 (58%) of them got Positive. This indicates that all students got positive teacher-students interaction in the teaching and learning process.

From 33 students, total score of questionnaire 1 Teacher-Students Interaction was 1.243 and total number of questionnaire item was 10. Thus, the mean score was 75,33. It meant that the eleventh grade students of Pondok Pesantren DDI Parepare had a strong teacher-students interaction.

Table 4.36 Teacher-Students Interaction on Students' Learning Motivation

No.	Range	Category	Frequency	Persentage (%)
1	80 – 100 %	Strongly Positive	10	30%
2	60 – 79 %	Positive	23	70%
3	40 – 59 %	Fair	-	-
4	20 – 39 %	Negative	-	-
5	0 – 19 %	Strongly Negative	-	-
Total			33	100%

From the table above, there were 10 (30%) students got strongly positive and 23 (70%) of them got positive relationship of teacher-students interaction and learning motivation.

From 33 students, total score of questionnaire 2 Students' Learning Motivation was 1.178 and total number of questionnaire item was 10. Thus, the mean score was 71,39. It meant that the eleventh-grade students of Pondok

Pesantren DDI Parepare had a strong relationship between teacher-students interaction and students' learning motivation.

Table 4.37 Teacher-Students Interaction on Students' Learning Achievement

No.	Range	Category	Frequency	Persentage (%)
1	80 – 100 %	Strongly Positive	11	33%
2	60 – 79 %	Positive	19	58%
3	40 – 59 %	Fair	3	9%
4	20 – 39 %	Negative	-	-
5	0 – 19 %	Strongly Negative	-	-
Total			33	100%

The table above shows that from 33 students, there were 11 (33%) students got strongly positive relationship, 19 (58%) students got positive, and 3 (9%) students got fair in relationship of teacher-students interaction on their learning achievement.

From 33 students, total score of questionnaire 3 Students' Learning Achievement was 1.264 and total number of questionnaire item was 10. Thus, the mean score was 76.60. It meant that the eleventh grade students of Pondok Pesantren DDI Parepare had a strong relationship between teacher-students interaction and students' learning achievement.

The total score of all questionnaire was 3.685 and total number of questionnaire item was 30. Thus, the mean score was 74,44. It meant that the eleventh grade students of Pondok Pesantren DDI Parepare have Strong relationship of teacher-students interaction which affect their learning motivation and achievement.

B. Discussions

This research investigated that is there a correlation existed between teacher-students interaction and students' learning motivation and achievement. The result of this research shows that teacher-students interaction has significant impact towards students' learning motivation and achievement. The result of the analysis indicated that the strength or perception of positive teacher-students interaction ran parallel with students' motivation and achievement. The assumption that can be drawn from this research results are that the magnitude and direction of teacher, shapes their motivation, as well as the goals to their academic success.

1. Teacher-Students Interaction in Pondok Pesantren DDI Parepare

In relation to the teacher's understanding about interaction, the teacher understood that in learning English, interaction was very important. To be able to interact well, teachers and students who were active were needed. English learning should be done cooperatively between teacher and students. This aimed to help the students increase their English. Based on the researcher pre-observation, teacher is the one who speaks the most in the classroom. The teacher serves as the beneficial direction, the main reference for the students in learning.

The teachers were active in practicing English in classroom and giving interactive activity in class. The students were active in practicing their English ability, by asking questions or expressing their idea/opinion. Both the teachers and the students were important actors to make an interactive English class.

The English teacher of Pondok Pesantren DDI Parepare uses English actively when teaches her students. To her, interaction is an important thing to consider since through interaction as classroom language, students' language store can be improved. The teacher also uses gesture to help students understand what the teacher said. She mostly gives instructions in English. She also applies certain method in teaching the students to make the students be more active, like group discussion, drill, etc. These methods encourage students' interest and motivation to learn.

The role of the teacher in classroom was very important in the success of the English interaction. What happened in class was usually influenced by the teacher's role. The class activity was determined most by the teacher. The teacher should be able to become a model for the students. The English expressions said by her was the model for the students. These expressions would be repeated and learned by the students. The teacher should also be able to be a mediator. The teacher transferred the knowledge to the students. The students did not know about the knowledge. It was the job of the teacher to make the students understand. Another important role of the teacher is as the motivator. The teacher gave the students motivation or made a condition so that the students were motivated to study. By having good motivation, the students would learn better. The participation from both the teacher and the students were needed to make the class goes smoothly and successfully.

The theory of Moskowitz's category in FLINT limited teacher interaction on three points, they are: asking question, giving information, and giving

direction. Those three points are considered as an activity mostly occurred in the classroom. The main activities of teacher include explaining the lesson then asks the students about the lesson to check their understanding, and also giving direction or instruction to do certain task.

As explained the teacher-students interaction above also supported by Nisa (2014). She said that the dominant speech pattern of teachers is "giving information". She pointed out that teachers spent most of their time giving materials. Teachers were therefore suggested to use categories of "praise and encourage" more often to build student confidence to develop their communication skills in English.

Interaction between teacher and students happens in the beginning of the teaching and learning process. For example, when the teacher greets the students. In the beginning of lesson, the teacher asked some questions to the students. The teacher's key questions addressed to the whole class. The students were enthusiastic on responding to the teacher's questions. When the teacher asked the students some questions, they could answer the questions. This circumstance reflected that the students paid attention to the teacher and learning activity in the classroom.One technique to make the students more active that was done by the teachers was by pointing/calling the students' name one by one in doing class activity or practicing dialogue. The volunteer students were rarely found. If the teachers pointed to one student to do an activity, the student did it. But, if the teacher gave time for the volunteers, the students were silent. When asking the

students, the teacher usually gave more chance to the students who had understood the material first. The students were regarded as the model for others.

The interaction between the teacher and the students also happens in question and answer activities. From pre-observation, the researcher saw that the teacher always giving question to the students. This was able to control the interactive learning process. Besides that, questioning stimulated and maintained students' interest and motivation to learn, encourage students to think and focus to the learning material, and enable the teacher to check students' understanding.

The explanation emphasize that teacher questioning can affect the students and also has some purposes in teaching and learning process, for instance, how the questioning stimulate and maintain the students' learning motivation and their learning achievement. Here, the teacher would be able to ask a question that might elicit students' curiosity to the lesson, and make them to be more interested in following the lesson.

The question and answer activities had several objectives. These activities were aimed at leading the students to the topic of the lesson, gaining the students' concentration from the beginning of the lesson, activating the student during the teaching and learning process, expressing what was in the students' mind verbally, reflecting the students' inquiries and needs for further information, and motivating the students to be critical thinking learners. Their responses to the teacher could be seen through their verbal and nonverbal languages. The verbal language could be seen from their answers. Their nonverbal responses could be seen from their behavior and seriousness during the activities.

The students practiced the expression asked by the teacher, even when the teacher didn't ask them. They participated in the class discussion. It might be influenced by the use of the media (such as, computer program and textbook) that was quite interesting for the students. There were enough time and attention given by the teacher to all students. The condition of the English class was quite conducive. The students had good attitude to the teacher. They paid attention to the teacher when the teacher explained the material. They did the activity asked by the teacher. They also did the activity by practicing dialogue.

In one occasion, the teacher tried to discuss a dialogue and a picture using English without translating it. Actually, the students could understand it. They could answer the teacher's questions using short English expressions. When the students were given chance to practice, they were good. The students' participation was determined by the class atmosphere that was set up by the teacher.

Interaction between the students and a teacher at pondok pesantren DDI Parepare also happens when they were discussing the materials together in teaching and learning process. The questions and answers activities could make the students think actively. They were ready to join the English teaching and learning process because they knew what they would learn. The questions and answers also helped the students to stay focused on the teaching and learning process. Their concentration was kept from the beginning when they were discussing the materials. The students must keep pay attention and concentrate to

the teaching and learning process because they must answer the questions of the materials.

The teacher who gave the questions randomly to the students made the students concentrate on the questions and answers activities. They tended to listen to the teacher's questions carefully. They could answer the teacher's questions correctly. They seemed to have more courage in expressing their ideas, opinions, and feelings. Besides, their self- confidence also appeared when they answered the teacher's questions. Thus, the students' responses showed their interest towards the teaching and learning process. The students were communicative in responding to the teacher. During the questions and answers activity, there was no silent period that happened in the classroom.

Every time the teacher asked questions to the students, they could answer it immediately. It seemed that the students were not afraid or shy in expressing their ideas and opinions. During this activity, the teacher balanced the interaction between the teacher and the students, as well as between the teacher and the whole class.

The teacher has given students clear explanations and instructions for class activities and encouraging students to speak and participate actively through asking questions. Students confirmed that their activeness was caused by the role of teacher which always gave them clear direction what to do then during the learning process and always created unstressed class situation. They emphasized that direction given by the teacher encouraged them to participate actively in the class by responding all commands and questions.

It is possible to draw conclusions based on the findings that two-way communication signed as interaction happened in English class. Both teacher and students were active in the learning process. Students were active because the teacher always gave direction to the students. It indicated that the teacher's communication style while talking to students were supportive, creative, friendly and encouraging. Moreover, the teacher organized the learning process well and the students responded actively after getting direction from the teacher.

When the class was silent, the teacher gave direction to the student in order to create an active class. Teacher directed the students to a topic and used statements and questions in giving information to the students. After explaining the material, the teacher gave sentences as examples and questions to the students to practice their English based on the material until the students understood well. This interaction showed that the situation was educative interaction that happened in the class to reach educational goals.

The reasons for the results could be focused on the role of teacher. In this study, the teacher always responded to all students' expressions and always gave direction on what to do next. The teacher facilitated the students in acquiring new knowledge. Students gained new knowledge through social interactions in which the teacher facilitated the learning process to be more active. It is obvious that emphasizing on social interaction is important thing in teaching and learning process.

That the roles of teacher in the class are as controller, prompter, assessor, resource, and tutor. as a language tutor, a teacher is an advisor who responds to

what the student is doing and advises them on what to do next so that teacher, as facilitator, has huge task to transfer their knowledge by facilitating all students to participate actively in the class. In this class, teacher has two main roles. The teacher should facilitate the communication process among students, between teacher and students, between students and the various activities and texts. In addition, the teacher should act as an independent participant within the learning-teaching group.

Teachers' characteristics or attitudes, such as being helpful and encouraging, could have played an important role in reducing students' anxiety in eleventh grade students of pondok pesantren DDI Parepare classroom. By reducing the student anxiety in English learning process, teacher could increase students' responses to the teacher. So, the students in the classroom were very active.

Based on the result analysis and research findings above indicate that interaction happened in the classroom were an educative interaction among teacher and students and between students. From the interview with the students, teacher's direction is able to make them participated actively in the class by responding all teacher's commands and questions. To add, they express that teacher always creates relaxed and unstressed classroom climate. So, the roles of teacher, namely as tutor and anxiety reducer, are the factors that cause and influence the results of the study

Based on the results of the study, there are some suggestions for the teacher to do in teaching and learning. It is suggested that teacher increases the

accepting or using students' ideas which when the teacher accepts, clarifies, constructs, and develops students' ideas, the teacher can expect that students will be even more active in English learning process. Further, the teacher should develop the direction given to the students to raise students' initiations, not only focused on the students' general responses. It is hope that the teacher students interaction can keep the comfortable and unstressed classroom climate in order to keep the students' activeness in English learning process.

2. The Relationship Of Teacher-Student Interaction On Students' Learning Motivation

Answering the formulation of the problem in this research related to the impact of teacher-students interaction on students learning motivation, and based on the data in the result of significance coefficient correlation, which shows the correlation between teacher-students interaction (X) and learning motivation (Y1) is positively very strong, that is 1.00. Moreover, according to Coefficients of Variable X toward Y1, it is known that the significance value (Sig.) of 0.00 is lower than the probability of 0.05, so it can be concluded that H_0 is rejected and H_1 is accepted. For another consideration, based on the result of simple linear regression test, it is known that the t-count value is 5.053 and the t-table value is 0.344. Because the t-count value is higher than t-table, it can be concluded that H_0 is rejected and H_1 is accepted. This means that there is a significant impact between teacher-students interaction (X) on learning motivation (Y1). Based on the simple linear regression analysis, the impact of teacher-student interaction (X) on learning motivation (Y1) is 45.2%.

3. The Relationship Of Teacher-Students Interaction On Students' Learning
    Achievement

Answering the formulation of the problem in this research related to the
impact of teacher-students interaction on students learning achievement, then
based on the data in Result of Significance Coefficient Correlation, which shows
that the correlation between teacher-students interaction (X) and learning
achievement (Y2) is positive in range of medium, which is 0.599. While,
according to the result of simple linear regression, it is known that the significance
value (Sig.) of 0.00 is lower than the probability of 0.05, so it can be concluded
that H_0 is rejected and H_1 is accepted. Then, the t-count value is 4.162 and the t-
table value is 0.344. So, it can be concluded that H_0 is rejected and H_1 is accepted.
From all the results, it can be concluded that there is an impact of teacher-students
interaction (X) on learning achievement (Y2). Based on simple linear regression
analysis, it is found that teacher-students interaction effect 35.8% on students'
learning achievement.

Morever, the findings of this research support Nugent (2009) the teacher-
students relationship is critical to student success which Pearson's correlation
analysis showed a positive correlation between teacher-student interaction and
motivation, as well as a positive correlation between positive teacher-student
interaction and achievement.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of the summary of the research based on the findings and discussion at the risk of sounding repetitive. This chapter clarifies the result of statistical test to find out the impact of teacher-students interaction towards students' learning motivation and achievement. Besides, suggestion is provided in accordance with the result of this research to the people who get involved to this research and to the further research.

A. Conclusion

The key purpose of this research was to analyze a statistically correlation between teacher-students interaction towards students' learning motivation and achievement. The research analyzed students answers to see if there was a statistically correlation or not. The result found out that student who has good interaction with teacher have higher motivation in learning, as well as good learning achievement.

1. Teacher and students in Pondok Pesantren DDI Parepare, specially in class XI, had positive interaction. It proved by the result of data analysis which showed the mean score in 75,33. Teacher-students interaction is the main way for them to share their thoughts, feelings, opinions, views, and perceptions while engaging in the classroom. Students could participate directly in the teaching and learning process because of their teacher had lead them into a comfortable classroom environment and attempting to relieve tension so that the students engaged and learnt in classroom interaction.

2. Students' learning motivation in Pondok Pesantren DDI Parepare class XI had strong relationship with teacher-students interaction. Their teacher played a positive role to motivate the students in the learning process. The mean score of this variable was 71,39 which shows strong relationship of teacher-students interaction and students' learning motivation.

3. The mean score of variable 3 was 76,60 which showed a strong relationship between teacher-students interaction and students' learning achievement, which consists of three aspects, they are cognitive, affective, and psychomotor.

B. Suggestion

This research provides information of the impact of teacher-students interaction towards students' learning motivation and achievement. However, some suggestions are presented regarding to this information that should be taken into consideration by English teachers, English teachers program designer and further research as well.

For English teachers in Pondok Pesantren DDI Parepare that it is important to build a good interaction with students which can give many impact, not only for the students, but the teacher as well. With good interaction, teacher will certainly reach the learning goal effectively.

For further research that this research is limited to a quantitative research that evaluates the interaction at certain school. It is important for the next

researcher to conduct an experiment of this case and collaborate it with other strategy that can increase students learning motivation and achievement.

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APPENDICES

Appendix 1 Questionnaires

QUESTIONNAIRE ITEMS

No	Variabel	Indicator	Item
1	Teacher-Students Interaction	Posing Information	1 - 2
		Correcting without refusal	3 - 4
		Giving guidance	5 - 6
		Criticizing students behavior	7 - 8
		Criticizing students' response	9 -10
2	Learning Motivation	Instrumental Motivation	11 - 15
		Integrative Motivation	15 - 20
3	Learning Achievement	Cognitive	21 – 23
		Affective	24 - 26
		Psychomotor	27 - 30

1. Variabel Interaksi Guru-Siswa / *Teacher-Students Interaction*

No	Indikator Variabel	Pilihan Jawaban				
		SS	S	KS	TS	STS
1	Interaksi guru dan siswa dalam pembelajaran mampu mampu memberikan informasi yang luas serta pengutaraan ide ide yang kreatif dalam pembelajaran.					
2	Dengan adanya interaksi antara guru dan siswa, siswa mampu mengutarakan pertanyaan dengan leluasa.					
3	Siswa mendapatkan reaksi yang baik serta bimbingan ketika membuat kesalahan sebagai dampak dari interaksi antara guru dan siswa					
4	Guru lebih ramah dalam meluruskan kesalahan sebagai dampak dari interaksi antara guru dan siswa.					
5	Proses interaksi guru dan siswa melahirkan suasana kelas yang aktif dengan belajar berkelompok					
6	Dengan adanya proses interaksi guru dan siswa, instruksi dalam pembelajaran dapat lebih mudah diterima.					
7	Guru lebih mudah meluruskan sikap yang kurang baik dalam kelas sebagai hasil dari proses interaksi guru dan siswa.					
8	Kritikan guru terhadap prilaku siswa yang kurang baik mampu diterima dengan baik hasil dari proses interaksi guru dan siswa.					
9	Guru lebih mudah memberi nasihat tentang respon/ ujuaran yang kurang baik kepada siswa hasil dari proses interaksi guru dan siswa.					
10	Nasihat yang diberikan oleh guru dapat diterima dengan baik dikarenakan menggunakan intonasi, ekspresi serta pemilihan kata yang baik sebagai hasil dari proses interaksi guru dan siswa.					

2. Variabel Motivasi Belajar / *Learning Motivation*

No	Indikator Variabel	Pilihan Jawaban				
		SS	S	KS	TS	STS
11	Interaksi guru dan siswa mampu mendorong individu untuk mencapai tujuan akhir pembelajaran					
12	Siswa lebih bersemangat untuk mencapai cita cita sebagai hasil dari proses interaksi guru dan siswa.					
13	Siswa bersemangat untuk melanjutkan perguruan ke jenjang yang lebih tinggi sebagai hasil dari proses interaksi guru dan siswa.					
14	Siswa termotivasi untuk mendapatkan pekerjaan yang layak sebagai hasil dari proses interaksi guru dan siswa.					
15	Siswa terdorong untuk menghasilkan pendapatan yang lebih baik sebagai hasil dari proses interaksi guru dan siswa.					
16	Siswa tertantang untuk lebih mengembangkan diri sebagai hasil dari proses interaksi guru dan siswa.					
17	Siswa lebih berusaha secara mandiri dalam belajar dan menguasai materi sebagai hasil dari proses interaksi guru dan siswa.					
18	Siswa lebih proaktif dalam pembelajaran sebagai hasil dari proses interaksi guru dan siswa.					
19	Siswa lebih berfokus kepada hasil belajar individu dan kelompok tanpa mengharapkan reward sebagai hasil dari proses interaksi guru dan siswa.					
20	Siswa mampu mengevaluasi diri untuk mencapai tujuan hasil dari proses interaksi guru dan siswa.					

3. Variabel Hasil Belajar / *Learning Achievement*

No	Indikator Variabel	Pilihan Jawaban				
		SS	S	KS	TS	STS
21	Interaksi guru dan siswa melahirkan siswa yang mampu berfikir secara intelektual					
22	Dengan adanya Interasi guru dan siswa, kemampuan pemecahan masalah dapat berambah dan lebih terasah					
23	Kemampuan untuk menyusun ide secara logis dan structural lebih terarah sebagai hasil dari proses interaksi guru dan siswa.					
24	Siswa akan lebih memiliki sikap yang baik sebagai hasil dari proses interaksi guru dan siswa.					
25	Siswa mampu mengontrol emosional sebagai hasil dari proses interaksi guru dan siswa.					
26	Siswa lebih terbuka dalam menerima perbedaan sebagai salah satu bentuk pembelajaran yang merupakan hasil dari proses interaksi guru dan siswa.					
27	Siswa mampu memberikan respon yang baik terhadap perintah sebagai hasil dari proses interaksi guru dan siswa.					
28	Siswa mampu meniru figure, tindakan, ujaran yang baik sebagai hasil dari proses interaksi guru dan siswa.					
29	Siswa mampu berdaptasi dengan berbagai macam lingkungan sebagai hasil dari proses interaksi guru dan siswa.					
30	Siswa mampu berkeasi dengan beberapa improvisasi dalam mengembangkan diri sebagai hasil dari proses interaksi guru dan siswa.					

1. Variabel Interaksi Guru-Siswa / *Teacher-Students Interaction*

No	Variable Indicator	Options				
		SA	A	N	D	SD
1	The Teacher-Student interaction can give a wide information along with creative ideas in learning					
2	With Teacher-Student interaction, the students are able to ask various questions freely					
3	Students have a positive reaction and guidance when making mistakes as a result of teacher and student interaction					
4	The teacher is more friendly in correcting the students mistakes as a result of teacher and student interaction					
5	The teacher-student interaction process create active classroom activity by group learning					
6	The existence of teacher-students interaction, the learning instruction is easily acceptable					
7	The teacher easily correct the students mistakes as a result of teacher and student interaction					
8	The teacher critics is well-acceptable as a result of teacher and student interaction					
9	The teacher is easily give an advice toward inappropriate response as a result of teacher and student interaction					
10	The teacher's advice by using a good intonation, expression, and proper words is well-acceptable as a result of teacher and student interaction					

2. Variabel Motivasi Belajar / *Learning Motivation*

No	Variable Indicator	Options				
		SA	A	N	D	SD
11	The teacher-students interaction can drive the students to reach the learning goal					
12	The students are well-encourage to gain the dream as a result of teacher and student interaction					
13	The students are motivated to continue the study at higher level of education as a result of teacher and student interaction					
14	The students are motivated to have a proper job as a result of teacher and student interaction					
15	The students are driven to have a good income as a result of teacher and student interaction					
16	The students are challenged to develop themselves as a result of teacher and student interaction					
17	The students actively try to learn and master the material individually as a result of teacher and student interaction					
18	The students are more proactive in learning as a result of teacher and student interaction					
19	The students focus more on individual and group achievement without expecting the reward as a result of teacher and student interaction					
20	The students are able to evaluate themselves to reach goal as a result of teacher and student interaction					

3. Variabel Hasil Belajar / *Learning Achievement*

No	Variable Indicator	Options				
		SA	A	N	D	SD
21	The teacher-students interaction creates students with good intellectual thinking process.					
22	The existence of teacher-student interaction, problem solving is more sharpened					
23	The ability to arrange logical and structural idea is well-directed as a result of teacher and student interaction					
24	The students tend to have a good behavior as a result of teacher and student interaction					
25	The ability to control the emotional is reached as a result of teacher-student interaction					
26	The students are more open minded in accepting the difference in learning process as a result of teacher-student interaction					
27	The students are able to give a good response towards the instruction as a result of teacher and student interaction					
28	The students are able to impersonate a good figure, action, and utterances as a result of teacher-student interaction					
29	The students can adapt with various environment as a result of teacher-student interaction					
30	The students are able to create and improvise in developing themselves as a result of teacher-student interaction					

Appendix 2 Result of Validity Test

RESULT OF VALIDITY TEST

a) Result of Validity Test of Variable X

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
X1	Pearson Correlation	.269	.335	.358[*]	.055	.151	.299	.309	.139	1	.425[*]
	Sig. (2-tailed)	.130	.056	.041	.761	.403	.090	.080	.441		.014
	N	33	33	33	33	33	33	33	33	33	33
X2	Pearson Correlation	-.087	.458[**]	.459[**]	-.153	.153	.225	1	.344	.316	-.071
	Sig. (2-tailed)	.632	.007	.007	.396	.396	.207		.050	.073	.693
	N	33	33	33	33	33	33	33	33	33	33
X3	Pearson Correlation	.460[**]	1	.474[**]	.418[*]	.447[**]	-.088	.156	.173	.144	.130
	Sig. (2-tailed)	.007		.005	.016	.009	.625	.387	.336	.424	.471
	N	33	33	33	33	33	33	33	33	33	33
X4	Pearson Correlation	.269	.335	.358[*]	.055	.151	.299	.309	.139	1	.425[*]
	Sig. (2-tailed)	.130	.056	.041	.761	.403	.090	.080	.441		.014
	N	33	33	33	33	33	33	33	33	33	33
X5	Pearson Correlation	.460[**]	1	.474[**]	.418[*]	.447[**]	-.088	.156	.173	.144	.130
	Sig. (2-tailed)	.007		.005	.016	.009	.625	.387	.336	.424	.471
	N	33	33	33	33	33	33	33	33	33	33

Correlations

X6	Pearson Correlation	-.087	.458**	.459**	-.153	.153	.225	1	.344	.316	-.071
	Sig. (2-tailed)	.632	.007	.007	.396	.396	.207		.050	.073	.693
	N	33	33	33	33	33	33	33	33	33	33
X7	Pearson Correlation	-.087	.458**	.459**	-.153	.153	.225	1	.344	.316	-.071
	Sig. (2-tailed)	.632	.007	.007	.396	.396	.207		.050	.073	.693
	N	33	33	33	33	33	33	33	33	33	33
X8	Pearson Correlation	.255	.194	.392*	.498**	.453**	.211	1	.219	.309	.244
	Sig. (2-tailed)	.152	.279	.024	.003	.008	.239		.221	.080	.170
	N	33	33	33	33	33	33	33	33	33	33
X9	Pearson Correlation	.157	.284	.278	1	.426*	.446**	.498**	.185	.055	.226
	Sig. (2-tailed)	.383	.109	.117		.013	.009	.003	.303	.761	.205
	N	33	33	33	33	33	33	33	33	33	33
X10	Pearson Correlation	.567**	.474**	1	.235	.488**	.056	.205	.580**	.143	.454**
	Sig. (2-tailed)	.001	.005		.188	.004	.756	.253	.000	.429	.008
	N	33	33	33	33	33	33	33	33	33	33

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

b) Result of Validity Test of Variable Y1

		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	Y1.8	Y1.9	Y1.10
Correlations											
Y1.1	Pearson Correlation	1	.460**	.567**	.445**	.434*	.157	.129	.341	.108	.367*
	Sig. (2-tailed)		.007	.001	.010	.012	.383	.473	.052	.548	.036
	N	33	33	33	33	33	33	33	33	33	33
Y1.2	Pearson Correlation	.460**	1	.474**	.418*	.447**	-.088	.156	.173	.144	.130
	Sig. (2-tailed)	.007		.005	.016	.009	.625	.387	.336	.424	.471
	N	33	33	33	33	33	33	33	33	33	33
Y1.3	Pearson Correlation	.567**	.474**	1	.235	.488**	.056	.205	.580**	.143	.454**
	Sig. (2-tailed)	.001	.005		.188	.004	.756	.253	.000	.429	.008
	N	33	33	33	33	33	33	33	33	33	33
Y1.4	Pearson Correlation	.445**	.418*	.235	1	.551**	.072	.116	.147	.159	.470**
	Sig. (2-tailed)	.010	.016	.188		.001	.692	.520	.414	.378	.006
	N	33	33	33	33	33	33	33	33	33	33
Y1.5	Pearson Correlation	.434*	.447**	.488**	.551**	1	-.159	.254	.439*	.210	.354*
	Sig. (2-tailed)	.012	.009	.004	.001		.378	.153	.011	.240	.043
	N	33	33	33	33	33	33	33	33	33	33
Y1.6	Pearson Correlation	.460**	1	.474**	.418*	.447**	-.088	.156	.173	.144	.130
	Sig. (2-tailed)	.007		.005	.016	.009	.625	.387	.336	.424	.471

	N	33	33	33	33	33	33	33	33	33	33
Y1.7	Pearson Correlation	.108	.144	.143	.159	.210	.365*	.305	.288	1	.501**
	Sig. (2-tailed)	.548	.424	.429	.378	.240	.037	.084	.104		.003
	N	33	33	33	33	33	33	33	33	33	33
Y1.8	Pearson Correlation	.341	.173	.580**	.147	.439*	.298	.287	1	.288	.283
	Sig. (2-tailed)	.052	.336	.000	.414	.011	.093	.105		.104	.110
	N	33	33	33	33	33	33	33	33	33	33
Y1.9	Pearson Correlation	.108	.144	.143	.159	.210	.365*	.305	.288	1	.501**
	Sig. (2-tailed)	.548	.424	.429	.378	.240	.037	.084	.104		.003
	N	33	33	33	33	33	33	33	33	33	33
Y1.10	Pearson Correlation	.367*	.130	.454**	.470**	.354*	.350*	.388*	.283	.501**	1
	Sig. (2-tailed)	.036	.471	.008	.006	.043	.046	.026	.110	.003	
	N	33	33	33	33	33	33	33	33	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

c) Result of Validity Test of Variable Y2

		Y2.1	Y2.2	Y2.3	Y2.4	Y2.5	Y2.6	Y2.7	Y2.8	Y2.9	Y2.10
Correlations											
Y2.1	Pearson Correlation	1	.381*	.610**	.157	.357*	.628**	.255	.403*	.269	.552**
	Sig. (2-tailed)		.029	.000	.383	.041	.000	.152	.020	.130	.001
	N	33	33	33	33	33	33	33	33	33	33
Y2.2	Pearson Correlation	.381*	1	.663**	.284	.404*	.462**	.194	.194	.335	.392*
	Sig. (2-tailed)	.029		.000	.109	.020	.007	.279	.280	.056	.024
	N	33	33	33	33	33	33	33	33	33	33
Y2.3	Pearson Correlation	.610**	.663**	1	.278	.499**	.414*	.392*	.379*	.358*	.474**
	Sig. (2-tailed)	.000	.000		.117	.003	.017	.024	.030	.041	.005
	N	33	33	33	33	33	33	33	33	33	33
Y2.4	Pearson Correlation	.157	.284	.278	1	.426*	.446**	.498**	.185	.055	.226
	Sig. (2-tailed)	.383	.109	.117		.013	.009	.003	.303	.761	.205
	N	33	33	33	33	33	33	33	33	33	33
Y2.5	Pearson Correlation	.357*	.404*	.499**	.426*	1	.418*	.453**	.683**	.151	.066
	Sig. (2-tailed)	.041	.020	.003	.013		.015	.008	.000	.403	.716
	N	33	33	33	33	33	33	33	33	33	33
Y2.6	Pearson Correlation	.628**	.462**	.414*	.446**	.418*	1	.211	.336	.299	.647**
	Sig. (2-tailed)	.000	.007	.017	.009	.015		.239	.056	.090	.000

	N	33	33	33	33	33	33	33	33	33	33
Y2.7	Pearson Correlation	.255	.194	.392[*]	.498[**]	.453[**]	.211	1	.219	.309	.244
	Sig. (2-tailed)	.152	.279	.024	.003	.008	.239		.221	.080	.170
	N	33	33	33	33	33	33	33	33	33	33
Y2.8	Pearson Correlation	.403[*]	.194	.379[*]	.185	.683[**]	.336	.219	1	.139	.003
	Sig. (2-tailed)	.020	.280	.030	.303	.000	.056	.221		.441	.985
	N	33	33	33	33	33	33	33	33	33	33
Y2.9	Pearson Correlation	.269	.335	.358[*]	.055	.151	.299	.309	.139	1	.425[*]
	Sig. (2-tailed)	.130	.056	.041	.761	.403	.090	.080	.441		.014
	N	33	33	33	33	33	33	33	33	33	33
Y2.10	Pearson Correlation	.552[**]	.392[*]	.474[**]	.226	.066	.647[**]	.244	.003	.425[*]	1
	Sig. (2-tailed)	.001	.024	.005	.205	.716	.000	.170	.985	.014	
	N	33	33	33	33	33	33	33	33	33	33

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 3 Result of Reliability Test

RESULT OF RELIABILITY TEST

a) Result of Reliability test of Variable X

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	33.88	23.672	.398	.838
X2	33.91	12.273	.353	.602
X3	33.33	17.229	.422	.785
X4	33.88	23.672	.398	.838
X5	33.33	17.229	.422	.785
X6	33.91	12.273	.353	.602
X7	33.91	12.273	.353	.602
X8	33.73	23.705	.456	.832
X9	33.85	24.258	.427	.834
X10	33.18	15.903	.619	.758

b) Result of Reliability test of Variable Y1

	Item-Total Statistics			
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1.1	33.48	17.258	.576	.768
Y1.2	33.33	17.229	.422	.785
Y1.3	33.18	15.903	.619	.758
Y1.4	33.33	17.292	.474	.778
Y1.5	33.45	17.006	.580	.766
Y1.6	33.33	17.229	.422	.785
Y1.7	33.67	18.167	.404	.785
Y1.8	33.58	16.002	.530	.771
Y1.9	33.67	18.167	.404	.785
Y1.10	33.21	16.547	.611	.761

c) Result of Reliability test of Variable Y2

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y2.1	34.15	22.383	.635	.816
Y2.2	34.30	21.468	.565	.823
Y2.3	34.48	22.133	.724	.810
Y2.4	33.85	24.258	.427	.834
Y2.5	34.24	22.002	.590	.820
Y2.6	34.24	21.627	.680	.811
Y2.7	33.73	23.705	.456	.832
Y2.8	34.18	22.966	.420	.837
Y2.9	33.88	23.672	.398	.838
Y2.10	34.12	22.172	.507	.829

Item-Total Statistics

Appendix 4 Result of Normality Test

RESULT OF NORMALITY TEST

a) Result of Normality Test of Variable X toward Y1

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		33
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.36261203
Most Extreme Differences	Absolute	.072
	Positive	.072
	Negative	-.057
Test Statistic		.072
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

b) Result of Normality Test of Variable X toward Y2

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		33
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.19719107
Most Extreme Differences	Absolute	.134
	Positive	.114
	Negative	-.134
Test Statistic		.134
Asymp. Sig. (2-tailed)		.140[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Appendix 5 Result of Data Analysis

RESULT OF DATA ANALYSIS

a) Impact of Teacher-Students Interaction (X) toward Learning Motivation (Y1)

Correlations		Teacher-Students Interaction	Learning Motivation
Teacher-Students Interaction	Pearson Correlation	1	.672[**]
	Sig. (2-tailed)		.000
	N	33	33
Learning Motivation	Pearson Correlation	.672[**]	1
	Sig. (2-tailed)	.000	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			

b) Impact of   Teacher-Students Interaction (X) toward Learning Achievement
   (Y2)

Correlations		Teacher-Students Interaction	Learning Achievement
Teacher-Students Interaction	Pearson Correlation	1	.599[**]
	Sig. (2-tailed)		.000
	N	33	33
Learning Achievement	Pearson Correlation	.599[**]	1
	Sig. (2-tailed)	.000	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			

Appendix 6 Result of Simple Linear Regression Test

RESULT OF SIMPLE LINEAR REGRESSION TEST

1) Analysis of Variable X toward Y1

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	TS Interaction[b]	.	Enter
a. Dependent Variable: Motivation			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,672[a]	,452	,434	3,416
a. Predictors: (Constant), TS Interaction				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	298,050	1	298,050	25,536	,000[b]
	Residual	361,829	31	11,672		
	Total	659,879	32			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), TS Interaction						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,422	5,871		1,264	,216
	TS Interaction	,784	,155	,672	5,053	,000
a. Dependent Variable: Motivation						

2) Analysis of Variable X toward Y2

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	TS Interaction[b]	.	Enter
a. Dependent Variable: Achievement			
b. All requested variables entered.			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,599[a]	,358	,338	4,264
a. Predictors: (Constant), TS Interaction				

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	315,002	1	315,002	17,322	,000[b]
	Residual	563,725	31	18,185		
	Total	878,727	32			
a. Dependent Variable: Achievement						
b. Predictors: (Constant), TS Interaction						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,564	7,329		1,032	,310
	TS Interaction	,806	,194	,599	4,162	,000
a. Dependent Variable: Achievement						

Appendix 7 Documentation

Togetherness with the students of CLASS XI IPS

Explaining the Questionnaire

Giving Directions

Checking the students answer

Togetherness with the students of class XI IPA

Explaining the questionnaire

Giving Directions

Checking the students answer

Appendix 8 Letters of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B- 114 /In.39.12/PP.00.9/02/2022　　　　Parepare, 10 Februari 2022
Lampiran : -
Perihal : Izin Melaksanakan Penelitian

Yth.　Bapak Walikota Parepare
Cq.　Dinas Penanaman Modal Dan Pelayanan
　　　Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama　　　　　　: ANDI RATRI SUWANDINI

NIM　　　　　　: 19.0213.017

Program Studi　　: Tadris Bahasa Inggris

Judul Tesis　　　: The Impact Of Teachers-Students Interaction On Students'
　　　　　　　　　Learning Motivation And Achievement At Eleventh Grade
　　　　　　　　　Students Of Pondok Pesantren DDI Ujung Lare Parepare.

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Februari** Tahun **2022** Sampai Selesai.

Sehubungan Dengan Hal Tersebut Diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

A.n. Rektor.
Direktur,

H. Mahsyar,

SRN IP0000511

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 512/IP/DPM-PTSP/7/2022

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA	: **ANDI RATRI SUWANDINI**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **BAHASA INGGRIS**
ALAMAT	: **JL. JEND. AHMAD YANI, KECAMATAN SOREANG, KOTA PAREPARE**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE IMPACT OF TEACHERS-STUDENTS INTERACTION ON STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT AT ELEVENTH GRADE STUDENTS OF PONDOK PESANTREN DDI UJUNG LARE PAREPARE**

LOKASI PENELITIAN : **KEMENTRIAN AGAMA KOTA PAREPARE (PONDOK PESANTREN DDI UJUNG LARE PAREPARE)**

LAMA PENELITIAN : **14 Juli 2022 s.d 14 Agustus 2022**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **19 Juli 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

معهدالبنات

لدارالدعوة والارشاد

MADRASAH ALIYAH LIL BANAT
PONDOK PESANTREN DDI PAREPARE
Akreditasi A (BAN S/M No : 69/SK/BAP-S/M/XII/2013)

Alamat: Jln. Abu bakar Lambogo No 53. Parepare, 91131, ☎ : 042122171, Email: maddililbanat@gmail.com,

SURAT KETERANGAN
Nomor : MA.21.23.04/130/DDI/VII/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah DDI Lil-Banat Parepare menerangkan bahwa :

Nama	: Andi Ratri Suwandini
Jenis kelamin	: Perempuan
Fakultas/ Program Studi	: Ilmu Kesehatan/Kesehatan Masyarakat
Alamat	: Jl. Jend.Ahmad Yani, Kecamatan Soreang, Kota Parepare

Telah mengadakan penelitian pada Madrasah Aliyah DDI Lil-Banat Parepare , yang berjudul "THE IMPACT OF TEACHERS- STUDENTS INTERACTION ON STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT AT ELEVENTH GRADE STUDENTS OF PONDOK PESANTREN DDI UJUNG LARE" pada : tanggal 01 bulan Februari tahun 2022 s/d tanggal 28 bulan Februari tahun 2022

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

من الله المستعان و عليه التكلان
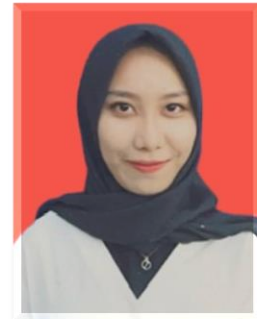
Parepare, 24 Juli 2022
Kepala Madrasah,

Herlina, S.Pd.I

CURRICULUM VITAE

DATA PRIBADI

Nama   : Andi Ratri Suwandini
Tempat/tanggal Lahir : Parepare, 4 November 1996
NIM   : 19.0213.017
Alamat   : Jl. Jend. Ahmad Yani 193
Email   : andiratris@gmail.com

IDENTITAS KELUARGA

Ayah   : Yohanis A. Tondok
Ibu   : Andi Tenri Sa'na
Suami   : Reza Pahlawan, S.H.
Anak   : M. Alfath Syahreza

RIWAYAT PENDIDIKAN

1. SD Negeri 22 Parepare   (Tahun 2002-2008)
2. SMP Negeri 10 Parepare   (Tahun 2008-2011)
3. SMA Negeri 1 Parepare   (Tahun 2011-2014)
4. S-1 IAIN Parepare   (Tahun 2014-2018)

RIWAYAT PENELITIAN

1. Improving Students' Reading Comprehension Achievement through Schema Activation Strategy at The Tenth Year of SMA Negeri 1 Parepare (2018)

PENGALAMAN ORGANISASI

1. SC-MiPa (Study Club Mahasiswa Parepare) - Ketua Bidang Tarbiyah (Tahun 2016-2017)
2. LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) – Anggota Devisi HUMAS (Tahun 2016-2017)
3. BKPRMI (Badan Komunikasi Pemuda Remaja Masjid Indonesia) Parepare - Sekretaris Dewan Pengurus Kecamatan Soreang (Tahun 2017)
4. CAC (Coin A Chance) Parepare – Koordinator Umum (Tahun 2019-2020)