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A Quantitative Analysis Of Teacher Verbal Communication, Communicative Language Teaching (CLT) And English As A Foreign Language (EFL) Students' Intrinsic Motivation

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Abstract

Nasrah Waty. 2025. A Quantitative Analysis Of Teacher Verbal Communication, Communicative Language Teaching (CLT) And English As A Foreign Language (EFL) Students' Intrinsic Motivation Dr. Ibrahim Manda, S.Pd.I., M.Pd. and Dr. Sam Hermansyah, S. Pd., M. Pd. as the first consultant and the second consultant.

In Indonesia, English as a Foreign Language (EFL) context, intrinsic motivation among junior high school students remains limited, particularly in rural settings. This research investigates the extent to which teacher verbal communication and the Communicative Language Teaching (CLT) approach influence students' intrinsic motivation. Using a quantitative method with correlational and ex post facto designs, data were collected from 48 seventh-grade students at SMP Negeri Pakkabba through validated questionnaires. Statistical analysis using multiple linear regression revealed that both teacher verbal communication and CLT independently and significantly affect intrinsic motivation. However, CLT demonstrated a stronger predictive influence. When combined, the two variables accounted for 52.7% of the variance in students' intrinsic motivation. These findings underscore the critical role of communicative strategies in enhancing student engagement and offer empirical support for integrating verbal interaction with CLT practices. This study contributes to the theoretical framework of Self-Determination Theory (SDT) and offers practical guidance for EFL teachers in rural contexts.

Keywords: *teacher verbal communication, communicative language teaching, intrinsic motivation, EFL, self-determination theory.*

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2025

APPROVAL SHEET

THE LEVERAGE OF MODEL LEARNING PEER *TEACHING* TO LEARN IN *ENGLISH MEETING CLUB* (EMC)

THESIS

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By:

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	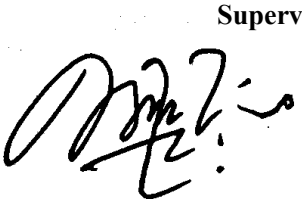
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North Galesong, July 2025
The Author

CHAPTER 1
INTRODUCTION

A. Background

In a world that is becoming more interconnected, knowing how to speak English is important for doing well in school and communicating with people from other countries. In Indonesia, English is taught as a foreign language (EFL) at every level of school. Indonesian students, especially those in rural junior high schools, typically lack sufficient intrinsic motivation to learn English, which negatively affects language acquisition and overall learning. (Madya, Suwarsih 2008).

One of the most widely recommended pedagogical frameworks to address this challenge is Communicative Language Teaching (CLT), which emphasizes authentic language use, interaction, and learner-centered activities. CLT is not only intended to improve students' linguistic performance but also to stimulate interest, engagement, and motivation in language learning (Koosha & Yakhabi, 2013; Triwibowo, 2023). Within this framework, the teacher serves as a facilitator whose verbal communication plays a vital role in creating a supportive, interactive, and motivating classroom environment (Al Asmari, 2015).

Communicative Language Teaching (CLT) is a teaching method that stresses contact and communication as both the way to learn a language and the end objective. CLT is all about getting students ready to communicate clearly and meaningfully for real-world situations.

Sophia et al. (2024) found that teachers who frequently ask questions and use interesting verbal cues make students feel good about studying and excited about it. This aligns with the findings of Armstrong and Hope (2016), who contend that teacher communication profoundly influences student motivation and academic performance.

Intrinsic motivation, defined as the inherent drive to learn without extrinsic rewards, is essential for continuous language acquisition. Dincer and Yesilyurt (2017) assert that self-determination theory profoundly influences the motivation to communicate in English, as students encounter autonomy, competence, and relatedness inside their educational environment while effective verbal communication, encompassing explicit instructions, constructive criticism, and encouragement, cultivates a friendly learning environment that amplifies students' intrinsic motivation. (Lamb, Martin 2007)

Howard (2024) underscores that tailored teacher motivational methods (TMSs) aligned with students' needs can substantially enhance intrinsic motivation in EFL contexts. Previous studies have demonstrated that CLT-based education, in conjunction with effective teacher communication, fosters a conducive learning environment.

Communicative Language Teaching (CLT) is a predominant theoretical framework for English Language Teaching (ELT), widely acknowledged as an effective approach by all stakeholders, including scholars, educators, and learners (Hamid & Baldauf Jr, 2008; Kim, 2008; Rasheed, 2012). Ansarey (2012), Jacobs and Farrell (2003), and Sun and Cheng (2002) have indicated that Communicative Language Teaching (CLT) has broadened its applicability and has been utilized by various educators in diverse manners since its initial emergence in Europe in the early 1970s, subsequently evolving in the context of English as a Second Language (ESL) over the past two decades. Teacher talk—such as encouragement, clarification, praise, and questioning—can either foster or hinder motivation. When implemented positively within the CLT framework, it supports students' autonomy, competence, and sense of relatedness—core elements of Self-Determination Theory (Deci & Ryan, 2000).

This theory argues that satisfying these psychological needs enhances intrinsic motivation, which in tur improves learning outcomes. There remains a research gap regarding the simultaneous impact of teacher verbal communication and CLT on EFL learners' motivation, particularly in Indonesian junior high schools. Although previous research has independently validated the significance of each variable, there is limited empirical evidence examining their combined effect.

Studies show that Communicative Language Teaching makes students more interested and motivated to study English. Although the significance of teacher verbal communication and Communicative Language Teaching (CLT) in augmenting intrinsic motivation is well-recognized, there has been no research examining their synergistic

This research aims to objectively evaluate the influence of teacher verbal communication on the intrinsic motivation of seventh-grade students at SMP Negeri Pakkabba within the framework of CLT-based EFL learning , using a quantitative approach and the findings are expected to guide educators in developing more motivationally effective pedagogical practices, particularly in rural or resource-limited school. This study seeks to clarify the relationship between teacher communication strategies and student motivation, thereby providing insights into effective pedagogical approaches for EFL instructors.

B. Problem statement

Although Communicative Language Teaching (CLT) is widely regarded as an effective approach in EFL instruction, its success depends heavily on the teacher's verbal communication, which shapes classroom interaction and student motivation. In practice, many teachers struggle to apply CLT effectively, especially in Indonesian contexts, where traditional grammar-focused methods persist and student engagement remains low.

Furthermore, while both teacher communication and CLT are known to influence intrinsic motivation, there is insufficient empirical research investigating their synergistic effect. Specifically, few studies in the Indonesian junior high school setting have examined how these two variables interact to impact EFL learners' internal motivation to learn. Therefore, this study aims to address the following problem:

1. How does teachers' verbal communication affect the intrinsic motivation of EFL students in learning English?
2. What impact does the Communicative Language Teaching (CLT) methodology have on the intrinsic motivation of EFL learners?
3. To what extent do teachers' verbal communication and the Communicative Language Teaching methodology together influence the intrinsic motivation of EFL students?

C. Goals of the Research

1. To examine the influence of teachers' verbal communication on the intrinsic motivation of EFL students in acquiring the English language.
2. investigate the impact of the Communicative Language Teaching (CLT) methodology on the intrinsic motivation of EFL students.
3. To examine the combined effect of teachers' verbal communication and the Communicative Language Teaching (CLT) approach on the intrinsic motivation of English as a Foreign Language (EFL) students.

D. The Importance of Research

This study is expected to provide both theoretical and practical contributions:

1. Theoretical Significance

The findings of this study will contribute to the body of knowledge in the fields of language education, particularly in understanding how teachers' verbal communication and the Communicative Language Teaching (CLT) approach influence EFL students' intrinsic motivation. It may also support further research in developing effective pedagogical strategies in EFL classrooms.

2. Practical Significance

a) For Teachers: This research will provide insights into the importance of verbal communication strategies and communicative teaching methods to enhance students' intrinsic motivation in learning English.

b) For School Administrators and Curriculum Designers: The results can inform training programs and curriculum planning that prioritize communication and student-centered approaches in EFL instruction.

c) For Future Researchers: This study offers a foundation and references for those who wish to explore similar variables in different contexts or with expanded models.

E. Scope and limitation of Study

1. Scope of Study

The present research is an inquiry into teachers' verbal communication and Communicative Language Teaching (CLT) and their impact on students' intrinsic motivation at SMP Negeri Pakkabba for the 2024–2025 school year. The research will target English teachers and students from a sample class within SMP Negeri Pakkabba. The study is particularly focused on two independent variables, namely, teachers' verbal communication and Communicative Language Teaching (CLT), and how these are connected with the dependent variable, students' intrinsic motivation towards learning English.

2. Limitations of the Study

This study was limited to seventh-grade students of SMP Negeri Pakkabba in the academic year 2024–2025. As a result, the

findings may not be generalizable to students in other grade levels or educational institutions. This study focused exclusively on examining the relationship between teachers' communication skills, teaching practices, and students' motivation in learning English. Furthermore, the data were collected within a specific time period and educational setting, which may limit the broader applicability of the results.

Nevertheless, the results of this study are intended to be used for the next two academic years, particularly for the benefit of students who will continue their education at SMP Negeri Pakkabba until grades eight and nine. The insights gained are expected to contribute to the improvement of teaching approaches and the development of students' motivation in the school context.

The measures will rely on students' and instructors' personal perceptions, which are open to errors or bias. The investigation does not account for any other student motivational influences, including family, peer, or school environmental factors.

Time constraints during an academic year could limit data collection scope and depth of observation.

F. Operational Definition of Terms

1. Teacher Verbal Communication

Teacher verbal communication refers to how teachers deliver spoken information during the learning process, including giving clear instructions, providing constructive feedback, asking thought-provoking questions, and offering verbal encouragement. In this research, teacher verbal communication is measured through classroom observation sheets and student perception questionnaires regarding the teacher's communication style.

2. Communicative Language Teaching (CLT) Approach

The Communicative Language Teaching (CLT) approach is a method of teaching English that emphasizes interaction and the communicative use of language in real-life situations. CLT characteristics include student-centered learning, the use of group or pair activities, and the application of authentic materials. In this study, the implementation of CLT is measured through lesson plan (RPP) analysis, teacher activity records, and student questionnaires related to their learning experience.

3. Intrinsic Motivation

Intrinsic motivation refers to students' internal drive to learn English based on personal interest, curiosity, and self-satisfaction, without relying on external rewards such as grades or praise. In this study, students' intrinsic motivation was measured using a questionnaire that included indicators such as interest in English subjects, enjoyment in learning activities, and students' personal goals in learning English.

4. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the learning of English in a country where it is not the primary language used in daily communication, such as Indonesia. In the context of this study, EFL refers specifically to the English learning process experienced by seventh-grade students at SMP Negeri Pakkabba.

CHAPTER II
LITERATURE REVIEW

A. Introduction

This chapter provides a comprehensive discussion of theoretical and empirical literature that informs the present investigation, which focuses on the interrelationship among teacher verbal communication, Communicative Language Teaching (CLT), and the intrinsic motivation of learners studying English as a Foreign Language (EFL). The main objective of this review is to establish a well-grounded conceptual foundation for the study by exploring key definitions, theoretical underpinnings, and findings from prior research relevant to the examined variables.

The discussion opens by elaborating on the theoretical models underpinning each of the core variables. The initial section delves into the nature and pedagogical function of teacher verbal communication, analyzed through the lenses of interactionist and sociocultural frameworks, emphasizing the role of language in mediating classroom learning. The second section addresses the principles and theoretical rationale behind CLT, especially its focus on communicative competence. The third section explores intrinsic motivation as interpreted within Self-Determination Theory (SDT) by Deci and Ryan, with particular attention to its implications for language acquisition.

Throughout the chapter, each variable is clearly defined and contextualized. Additionally, previous research exploring the interplay among these constructs is examined to identify patterns, contradictions, and unresolved issues. This review ultimately identifies gaps in existing knowledge, thereby justifying the necessity of the current study.

The chapter is organized into several key parts: individual discussions of the primary variables, an integrated review of studies addressing multiple variables, and a conceptual framework illustrating the proposed model underpinning this research.

B. Theoretical Framework

The foundation of this research lies in **Self-Determination Theory (SDT)**, introduced by Deci and Ryan (1985, 2000), which offers a nuanced framework for understanding motivation in educational settings. According to SDT, optimal motivation arises when learners experience fulfillment in three basic psychological domains: **autonomy** (a sense of personal agency), **competence** (the ability to perform effectively), and **relatedness** (a feeling of social connection and acceptance). In the context of EFL instruction, these needs can be met through teaching strategies such as purposeful teacher verbal communication and the use of interactive language tasks. When learners are empowered to make decisions, perceive themselves as capable, and feel supported by teachers and peers, they are more likely to engage in learning intrinsically, driven by interest rather than external pressure (Deci & Ryan, 2000; Alrabai & Alamer, 2024).

To expand the motivational perspective, the present study also employs **Keller's ARCS** Model **of Motivational Design (2010)**. This model identifies four essential components for sustaining learner motivation: **Attention**, **Relevance**, **Confidence**, and **Satisfaction**. In EFL classrooms, effective teacher communication—through engaging questions, humor, positive feedback, and structured explanations—can draw student attention and enhance confidence. Meanwhile, CLT-based tasks, which simulate authentic communication scenarios, contribute to a sense of relevance and satisfaction, making language learning more meaningful and personally fulfilling (Toshmatova, 2024).

The pedagogical orientation of the study is further informed by **Communicative Language Teaching (CLT)** and **Task-Based Language Teaching (TBLT)**. CLT emphasizes real-life language use to build communicative competence, while TBLT operationalizes this through structured tasks like simulations and group projects. These instructional methods not only foster linguistic development but also reinforce learner autonomy and competence by granting them control and responsibility in their learning processes. As Liu, Zhang, and Wang (2025) observe, the student-centered and authentic nature of such tasks supports internalization of goals and encourages a shift from external to intrinsic motivation.

An additional theoretical dimension is contributed by **Dörnyei's L2 Motivational Self System (2009)**, which brings a self-concept perspective to language motivation. A key element of this theory is the **Ideal L2 Self**, or a learner's imagined future as a competent L2 user. CLT methodologies allow students to simulate real-world interactions and visualize themselves effectively using the language—an experience that deepens motivational investment (Gofurjanov, 2024).

Further insight is provided by **Mehrabian's Communication Model (1971)**, which suggests that communication is composed of verbal (7%), vocal (38%), and non-verbal (55%) components. While initially applied in psychology, this model has been adapted to EFL settings by researchers such as Rustandi and Sugiarto (2024), who highlight the importance of teacher verbal communication in stimulating classroom engagement. Teachers' spoken interactions shape both the linguistic input and emotional atmosphere, thereby influencing learner participation and motivational readiness.

The final theoretical strand comes from **Organismic Integration Theory (OIT)**, a sub-framework of SDT. OIT explains the continuum of motivational regulation, from extrinsic (driven by rewards or obligations) to intrinsic (driven by genuine interest). Research by Liu et al. (2025) suggests that communicative learning environments enriched by verbal feedback and learner autonomy can accelerate the internalization of learning goals, supporting a shift toward deeper, self-regulated engagement.

Based on these theoretical insights, the current study hypothesizes the following: First, that teacher **verbal communication** directly influences **intrinsic motivation** by fulfilling the psychological needs of relatedness and competence. Second, that **CLT practices** enhance motivation through the promotion of autonomy and the provision of engaging, meaningful tasks. Third, that **teacher verbal communication** also supports the quality and implementation of CLT, thereby having an indirect effect on motivation.

In summary, this study adopts an integrated theoretical framework anchored in SDT, augmented by the ARCS model, CLT and TBLT methodologies, Dörnyei's motivational system, Mehrabian's communication model, and OIT. Together, these perspectives provide a comprehensive basis for understanding how communication and pedagogy converge to influence EFL students' intrinsic motivation.

C. Previous Studies

Numerous empirical investigations have been conducted to understand how teacher communication, CLT strategies, and motivational dynamics interact in the context of second or foreign language acquisition. These studies offer valuable insights into how pedagogical choices shape student engagement and motivation.

Teacher Verbal Communication and Motivation

Teacher talk has consistently been shown to play a critical role in shaping classroom dynamics and learner motivation. Walsh (2011) emphasized that spoken teacher input serves not only as a means of delivering content but also as a mechanism for guiding interaction and offering emotional support. Building on this, Rustandi and Sugiarto (2024) explored questioning strategies used in Indonesian EFL classrooms and discovered that effective verbal communication increased students' responsiveness and classroom involvement. Their findings underscore the motivational impact of teacher discourse in fostering active engagement.

CLT Practices and Learner Autonomy

Studies have also affirmed that CLT approaches—particularly those grounded in tasks—positively influence learner motivation and autonomy. Richards (2006) argued that CLT fosters meaningful language use and personal relevance, thereby cultivating a sense of learner agency. Gofurjanov (2024) corroborated this by showing that participation in communicative tasks like role plays enhanced student enjoyment, confidence, and perceived relevance. These effects align well with both the ARCS model and SDT, especially the autonomy-supportive dimension.

Intrinsic Motivation in EFL Learning

Intrinsic motivation has emerged as a central factor in sustained language learning. According to Dörnyei (2009), learners are more likely to persist when they view language learning as meaningful and see themselves as successful L2 users. Alrabai and Alamer (2024) found that when teachers foster autonomy through supportive practices, students internalize learning goals more readily. Similarly, Liu et al. (2025) demonstrated that communicative tasks paired with verbal encouragement helped transition learners from extrinsic to intrinsic regulation, consistent with OIT.

Linking Communication, CLT, and Motivation

A growing number of studies explore the synergy between communication strategies and instructional approaches. Gautier (2025) found that EFL classrooms where teachers employed motivational discourse—such as affirmations and empathy—saw increased intrinsic motivation, particularly when paired with CLT tasks. Likewise, Toshmatova (2024) concluded that the integration of teacher communication and contextualized CLT activities created a classroom atmosphere conducive to attention, relevance, confidence, and satisfaction.

Together, these studies reinforce the theoretical underpinnings of the present research, illustrating how teacher communication and CLT not only facilitate learning but also act as powerful motivational tools.

Despite the abundance of research addressing teacher verbal communication, CLT, and intrinsic motivation within EFL environments, several notable gaps continue to exist. A primary issue lies in the fragmented nature of previous studies, which often examine these constructs separately. For instance, while some research highlights the effect of teacher discourse on classroom interaction (e.g., Walsh, 2011; Rustandi & Sugiarto, 2024), it fails to link this communication directly to motivational frameworks like SDT. Similarly, studies focusing on CLT (e.g., Richards, 2006; Gofurjanov, 2024) emphasize its pedagogical strengths but overlook how it interacts with verbal strategies to influence motivation. Thus, there is a lack of integrative research that explores how instructional communication and CLT practices jointly impact learners' intrinsic drive.

Another significant gap concerns the methodological design. Much of the existing literature relies heavily on qualitative or descriptive data, offering insights that, while rich, lack generalizability. As Alrabai and Alamer (2024) and Liu et al. (2025) suggest, there is a pressing need for quantitative studies that use reliable instruments to empirically examine these variables and their interrelations. Moreover, few studies consider the unique characteristics of junior secondary school learners in rural Indonesian contexts, who may experience reduced access to authentic English use, low self-confidence, and limited motivational support. As such, this study addresses both a contextual and methodological gap.

Lastly, the theoretical landscape has yet to benefit from a comprehensive framework that combines SDT, ARCS, L2 Motivational Self System, and CLT. By synthesizing these models, the current research provides a more holistic view of motivation in language learning. It aims to contribute to theory and practice by offering insights that are empirically validated, theoretically grounded, and pedagogically applicable.

D. Conceptual Framework

Drawing on the theories discussed, this study proposes a conceptual model that maps the interrelationship among teacher verbal communication, CLT practices, and EFL students' intrinsic motivation. At the core of this framework is the notion that intrinsic motivation flourishes when instructional practices satisfy learners' needs for autonomy, competence, and relatedness (Deci & Ryan, 2000). Teacher verbal communication fulfills these needs by offering encouragement, instructional clarity, and emotional support—fostering a sense of competence and connection (Walsh, 2011; Keller, 2010).

CLT practices, meanwhile, are designed to stimulate autonomy through learner-centered tasks and promote satisfaction through meaningful language use. Such methods allow students to see themselves as active participants, reinforcing the Ideal L2 Self (Dörnyei, 2009; Richards, 2006). These practices not only drive intrinsic engagement but are themselves shaped and sustained by teacher verbal input, creating a cyclical relationship.

Hence, teacher verbal communication not only has a direct impact on motivation but also exerts an indirect influence through its effect on CLT practices. This mediating role of CLT will be tested statistically to validate the model.

E. Research Hypothesis

Based on the framework above, the study proposes the following hypotheses:

H_{01}: There is no significant relationship between teacher verbal communication and students' intrinsic motivation.

H_{11}: There is a significant positive relationship between teacher verbal communication and students' intrinsic motivation.

H_{02}: There is no significant relationship between CLT practices and students' intrinsic motivation.

H_{12}: There is a significant positive relationship between CLT practices and students' intrinsic motivation.

H_{03}: CLT practices do not mediate the relationship between teacher verbal communication and students' intrinsic motivation.

H_{13}: CLT practices significantly mediate the relationship between teacher verbal communication and students' intrinsic motivation.

Code	Path	Expected Direction
H_1	Teacher Verbal Communication → Intrinsic Motivation	Positive
H_2	CLT Practices → Intrinsic Motivation	Positive
H_3	Teacher Verbal Communication → CLT → Intrinsic Motivation	Positive (Mediated)

CHAPTER III
RESEARCH METHODOLOGY

A. Research Approach and Design

1. Research Approach.

This study employs a quantitative research approach, which is appropriate for examining the statistical relationship between measurable variables. Quantitative research involves collecting numerical data and analyzing it through mathematical models to test hypotheses and derive conclusions (Creswell, 2012). Because the aim of the study is to determine the effect and relationship between teacher verbal communication, Communicative Language Teaching (CLT), and students' intrinsic motivation, the use of a quantitative approach enables the researcher to objectively measure and analyze the data statistically.

2. Research Design

This research adopts a combination of correlational and ex post facto designs, often used in educational research to explore relationships and influences among variables without manipulation.

3. Correlational Design

a) This design examines the relationship and strength of association between two or more variables (Fraenkel et al.,

2012). It is suitable for determining whether:

b) Teacher verbal communication correlates with students' intrinsic motivation

c) CLT correlates with students' intrinsic motivation

d) Purpose: To identify whether a statistically significant positive or negative relationship exists between the variables.

4. Ex Post Facto (Causal-Comparative) Design

This design is used when the independent variables cannot be manipulated directly (e.g., teaching style, existing classroom practices). It helps investigate causal relationships based on naturally occurring groups or conditions (Ary et al., 2010).

Purpose: To determine whether teacher verbal communication and CLT have a predictive or causal influence on students' intrinsic motivation.

5. Statistical Method: Multiple Linear Regression Analysis

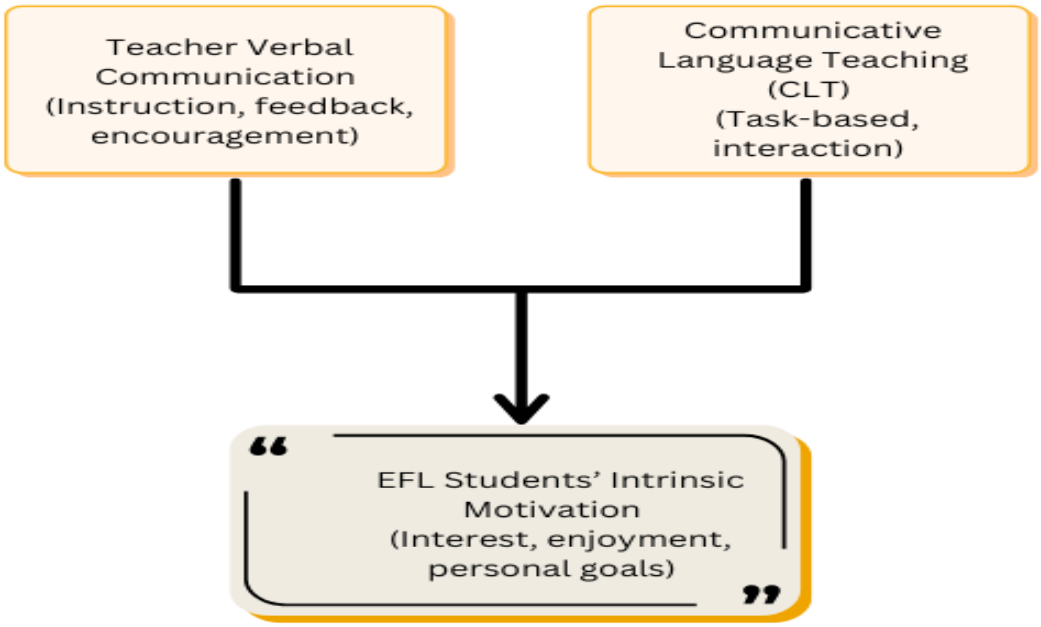
To test the hypotheses, multiple linear regression analysis will be used. This method allows the researcher to:

a) Analyze the individual and combined effects of teacher verbal communication and CLT on intrinsic motivation

b) Determine the strength and direction of each variable's influence

c) Predict the value of the dependent variable based on the independent variables (Tabachnick & Fidell, 2013)

Diagram of Conceptual Model:



Component	Details
Approach	Quantitative
Design	Correlational and Ex Post Facto (Causal-Comparative)
Independent Variables	1. Teacher Verbal Communication 2. Communicative Language Teaching (CLT)
Dependent Variable	EFL Students' Intrinsic Motivation
Statistical Method	Multiple Linear Regression Analysis
Instrument	Structured questionnaire (Likert scale)

B. Population and Sample

1. Population

The population in this study consists of all seventh-grade students at SMP Negeri Pakkabba in the academic year 2024/2025. The total number of students in the population is 54. These students are enrolled in English as a Foreign Language (EFL) classes and regularly participate in lessons where teacher verbal communication and communicative language teaching (CLT) strategies are implemented.

According to Arikunto (2010), a population is the entire group of individuals or elements that have similar characteristics and are relevant to the problem being studied.

This population is considered appropriate because it represents students currently engaged in EFL learning within the Indonesian junior high school context—an essential setting for understanding how verbal communication and CLT influence intrinsic motivation.

2. Sample

This study employed a **probability sampling** technique, specifically utilizing **purposive sampling** based on a known population size of **54 individuals**. To determine a representative sample size, **Slovin's formula** was applied, as described by Sugiyono (2021):

$$n = \frac{54}{1 + 54(0.05)^2} = \frac{54}{1 + 54(0.0025)} = \frac{54}{1 + 0.135} = \frac{54}{1.135} \approx 47.58$$

Where:

- n = sample size
- N = population size
- e = margin of error (in this case, 0.05 or 5%)

$$n = \frac{N}{1 + N(e)^2}$$

By substituting the values into the formula:

After rounding down to avoid exceeding the intended number of respondents, the final sample size is determined to be 48 participants.

The application of Slovin's formula is appropriate for this quantitative study, which involves a limited and relatively homogeneous population. Moreover, the chosen error margin of 5% corresponds to a confidence level of 95%, which is generally accepted as sufficiently rigorous in social and educational research (Widiyanto, 2020).

C. Data Collection Techniques

1. Observation

Observation is the observation or recording of an object with the systematic phenomena will be investigated. Observation can be done momentarily or repeatedly. In this study, the researcher will use observation role as well as (*participant observations*). Researcher involved in the daily activities of the person being observed or will use as a source of research data (Sugiono, 2019). While making observations, researchers also do what the data source does and experience the joys and sorrows.

Research observation This observes the learning model used, student activity in receiving the material presented, student attendance in participating in learning, and the situation when the teaching and learning process is carried out.

2. Questionare

The primary data collection technique used in this study is a structured questionnaire, which is appropriate for quantitative research. The questionnaire is designed to gather data related to the three main variables in the study:

a) Teacher Verbal Communication

b) Communicative Language Teaching (CLT)

c) EFL Students' Intrinsic Motivation

Each section of the questionnaire consists of a series of closed-ended items measured on a Likert scale (e.g., 1 = Strongly Disagree to 5 = Strongly Agree). This format allows for efficient and reliable quantification of students' perceptions and attitudes.

According to Creswell (2012), questionnaires are a widely used method in quantitative research to collect standardized data from a large group of respondents.

The questionnaire used in this study is adapted and modified from previously validated instruments in the fields of second language acquisition and educational psychology, with adjustments made to align with the Indonesian junior high school context.

3. Instrument Validation

Before administering the questionnaire to the full sample, the instrument will undergo a validity and reliability test:

a) Validity Test: To ensure that each item accurately measures the construct it is intended to measure. This may include content validity (expert judgment) and construct validity (factor analysis or item-total correlation).

Content Validity Index (CVI) Calculation and Interpretation

The Content Validity Index (CVI) is a widely used statistical method to quantify the degree of agreement among experts regarding the relevance of individual items in an instrument. It serves as a crucial step in establishing the content validity of questionnaires, surveys, or scales, especially in the fields of health sciences, education, and social research (Polit & Beck, 2006; Lynn, 1986).

In this study, the CVI was calculated based on assessments from two experts, who independently evaluated the 15 items of the questionnaire. Each expert rated every item with a score of 4, indicating high relevance.

1. Item-Level CVI (I-CVI)

The I-CVI is calculated by dividing the number of experts who rated an item as either 3 (relevant) or 4 (highly relevant) by the total number of experts. The formula is:

I-CVI = (Number of experts rating the item as 3 or 4) / (Total number of experts)

Since all 15 items were rated as 4 by both experts, the I-CVI for each item is:

I-CVI = 2 / 2 = 1.00

2. Scale-Level CVI (S-CVI)

Two methods are commonly used to compute the scale-level CVI:

- S-CVI/UA (Universal Agreement among Experts): the proportion of items that all experts rated as relevant (i.e., 3 or 4).

S-CVI/UA = 15 / 15 = 1.00

-S-CVI/Ave (Average of I-CVIs): the average of the I-CVI scores across all items.

S-CVI/Ave = (sum of I-CVI) / 15 = (15 x 1.00) / 15 = 1.00

3. Interpretation

According to Polit and Beck (2006), a minimum I-CVI of 0.78 is acceptable when there are six or more experts. However, when only two experts are involved, achieving full agreement (I-CVI = 1.00) provides strong content validity, though it is still recommended to interpret the results cautiously due to the limited sample of raters.

In this case, both the item-level and scale-level CVIs reached 1.00, indicating excellent agreement between experts and suggesting that all items are highly relevant and require no revision at this stage.

b) Reliability Test: To ensure internal consistency of the items within each variable using Cronbach's Alpha. A reliability coefficient of $\alpha \geq 0.70$ is considered acceptable (Fraenkel et al., 2012).

D. Procedure of Data Collection

The steps for collecting data are as follows:

a) Permission: The researcher will obtain formal approval from the school (SMP Negeri Pakkabba) and distribute consent forms to students.

b) Pilot Testing: The questionnaire will first be administered to a small group of students (not part of the sample) to test for clarity and reliability.

c) Main Distribution: The finalized questionnaire will be distributed to 48 seventh-grade students.

d) Collection and Checking: Completed questionnaires will be collected and reviewed for completeness and consistency.

e) Data Coding and Scoring: Each item response will be numerically coded and entered into SPSS or a similar statistical software for analysis.

E. Data Analysis Techniques (Quantitative Statistics, Regression, Correlation)

In this study, the data analysis techniques are selected to suit the quantitative nature of the research and to address the formulated research hypotheses regarding the influence of teacher verbal communication and Communicative Language Teaching (CLT) on students' intrinsic motivation.

1. Descriptive Statistical Analysis

Descriptive statistics are used to summarize the data collected from the questionnaire. This includes:

- **Mean (M)**: To determine the average response for each variable.
- **Standard Deviation (SD)**: To understand the variability of responses.
- **Minimum and Maximum values**: To identify the range of scores.

These descriptive statistics help in providing an overall picture of the respondents' perceptions regarding teacher communication, CLT practices, and their own intrinsic motivation in learning English.

2. Validity and Reliability Tests

Before conducting the main data analysis, the researcher will test the questionnaire instrument for:

- **Validity**: Using **item-total correlation** (Pearson Product Moment) to ensure each item accurately measures its intended construct.
- **Reliability**: Using **Cronbach's Alpha**, where $\alpha \geq 0.70$ is considered acceptable for internal consistency (Fraenkel et al., 2012; Creswell, 2012).

3. Inferential Statistical Analysis

Inferential statistics are used to test the research hypotheses and determine the influence between variables:

a. Pearson Product Moment Correlation

Used to measure the strength and direction of the linear relationship between:

1. Teacher Verbal Communication and Intrinsic Motivation
2. Communicative Language Teaching (CLT) and Intrinsic Motivation

b. Interpretation

1) r = 0.00–0.20 → Very weak correlation
2) r = 0.21–0.40 → Weak
3) r = 0.41–0.60 → Moderate
4) r = 0.61–0.80 → Strong
5) r = 0.81–1.00 → Very strong

c. Multiple Linear Regression Analysis

To test the simultaneous effect of teacher verbal communication and CLT on students' intrinsic motivation. This analysis helps to:

1. Determine the combined predictive power of the two independent variables
2. Identify which variable has a stronger effect
3. Evaluate the **significance level (p-value)** where $p < 0.05$ is considered statistically significant

The regression model is generally presented as:
$Y = a + b_1X_1 + b_2X_2 + e$
Where:

a) Y = Intrinsic Motivation
b) X_1 = Teacher Verbal Communication
c) X_2 = CLT
d) a = constant
e) b_1, b_2 = regression coefficients
f) e = error term

F. Software Used

All statistical analyses will be conducted using SPSS (Statistical Package for the Social Sciences) version 25 or later, which is widely used in educational and social science research.

Summary Table of Data Analysis Techniques

Analysis Type	Purpose	Tool
Descriptive Statistics	Summarize data (mean, SD, min, max)	SPSS
Validity Test	Test item accuracy using item-total correlation	SPSS (Pearson)
Reliability Test	Measure internal consistency (Cronbach's Alpha)	SPSS
Pearson Correlation	Analyze relationship between two variables	SPSS
Multiple Linear Regression	Test combined effect of two independent variables on one DV	SPSS

G. Instrument Validity and Reliability

1. Instrument Validity

Validity refers to the degree to which an instrument accurately measures what it is intended to measure. In this study, the instrument used is a structured questionnaire that consists of three sections aligned with the research variables:

a) Teacher Verbal Communication
b) Communicative Language Teaching (CLT)
c) EFL Students' Intrinsic Motivation

The validity of the questionnaire will be evaluated through two methods:

a. Content Validity

Content validity involves expert judgment to determine whether the questionnaire items adequately represent the constructs being studied. To establish content validity:

1) The questionnaire will be reviewed by two experts in English education and educational psychology.
2) Revisions will be made based on their feedback regarding clarity, relevance, and alignment with theoretical definitions of the variables.

According to Creswell (2012), expert validation is essential to ensure that the instrument reflects the intended constructs.

b. Construct Validity

Construct validity will be tested through item-total correlation analysis using the Pearson Product Moment in SPSS. Items with correlation coefficients (r-value) ≥ 0.30 are considered valid (Sugiyono, 2016).

Items that do not meet this threshold will be revised or removed from the final instrument.

2. Instrument Reliability

Reliability refers to the consistency and stability of an instrument when applied repeatedly under similar conditions. To test the reliability of the questionnaire:

a) The researcher will use Cronbach's Alpha coefficient to assess the internal consistency of items within each variable.

b) A Cronbach's Alpha value of 0.70 or higher is considered acceptable and indicates that the items measure the same underlying construct reliably (Fraenkel et al., 2012; Taber, 2018).

The pilot test will be conducted with a small group of students who are not part of the main sample. Based on the pilot results, the reliability coefficients for each section (teacher communication, CLT, and intrinsic motivation) will be calculated.

Type of Validity/Reliability	**Method Used**	**Criteria for Acceptance**
Content Validity	Expert judgment	Relevance to construct
Construct Validity	Item-total correlation (Pearson)	$r \geq 0.30$
Reliability	Cronbach's Alpha	$\alpha \geq 0.70$

CHAPTER IV
DATA ANALYSIS AND FINDINGS

A. Descriptive Statistical Analysis

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Keterampilan komunikasi Guru	48	18	7	25	949	19.77	3.932	15.457	-1.196	.343	2.033	.674
Praktik Instruksional Guru	48	17	8	25	966	20.13	3.305	10.920	-1.159	.343	2.584	.674
Motivasi Belajar Bahasa Inggris	48	19	6	25	995	20.73	3.517	12.372	-1.991	.343	6.124	.674
Valid N (listwise)	48											

The SPSS output table display above shows the number of respondents (N) is 48, from these 48 respondents the smallest value of **Teacher Communication Skills** is 7 and the largest value is 25. The range value is the difference between the minimum and maximum values, which is 18 and the sum value is the sum of the **Teacher Communication Skills values** , which is 949. The average value of the 48 respondents or the mean is 19.77 with a standard deviation of 3.932. While from these 48 respondents the smallest value of **the Teacher Instruction Practicum** is 8 and the largest value is 25. The range value is the difference between the minimum and maximum values, which is 17 and the sum value is the sum of the **Teacher Instruction Practicum values** , which is 966. The average value of the 48 respondents or the mean is 20.13 with a standard deviation of 3.305. While from these 48 respondents the smallest value of **Language Learning Motivation. English** is 6 and the largest value is 25. The range value is the difference between the minimum and maximum values, which is 19, and the sum value is the sum of the **English Learning Motivation values, which** is 995. The average value of 48 respondents or the mean is 20.73 with a standard deviation of 3.517.

B. Validity and Reliability Tests

Basis for Validity Test Decision Making

Every test in statistics certainly has a basis in decision making as a reference or guideline for making conclusions. So is the validity test of the Pearson correlation product moment. The basis for decision making in this test can be done in several ways, namely:

Comparing the calculated r value with the table r value

1. If the calculated r value > r table, then the questionnaire item is declared valid.
2. If the calculated r value < r table, then the questionnaire question item is declared invalid.

Comparing Sig. Values (2-tailed) with Probability 0.05

a. If the Sig. (2-tailed) value is < 0.05 and the Pearson Correlation is positive, then the questionnaire item is valid.

b. If the Sig. (2-tailed) value is < 0.05 and the Pearson Correlation is negative, then the questionnaire item is invalid.

c. If the Sig. (2-tailed) value > 0.05, then the questionnaire item is invalid.

Correlations

Correlations

		Keterampilan komunikasi Guru	x1.1	x1.2	x1.3	x1.4	x1.5
Keterampilan komunikasi Guru	Pearson Correlation	1	.779**	.703**	.821**	.832**	.788**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	48	48	48	48	48	48
x1.1	Pearson Correlation	.779**	1	.566**	.558**	.588**	.427**
	Sig. (2-tailed)	.000		.000	.000	.000	.002
	N	48	48	48	48	48	48
x1.2	Pearson Correlation	.703**	.566**	1	.459**	.416**	.506**
	Sig. (2-tailed)	.000	.000		.001	.003	.000
	N	48	48	48	48	48	48
x1.3	Pearson Correlation	.821**	.558**	.459**	1	.608**	.553**
	Sig. (2-tailed)	.000	.000	.001		.000	.000
	N	48	48	48	48	48	48
x1.4	Pearson Correlation	.832**	.588**	.416**	.608**	1	.554**
	Sig. (2-tailed)	.000	.000	.003	.000		.000
	N	48	48	48	48	48	48
x1.5	Pearson Correlation	.788**	.427**	.506**	.553**	.554**	1
	Sig. (2-tailed)	.000	.002	.000	.000	.000	
	N	48	48	48	48	48	48

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

C. Interpretation of Output of Validity Test of Teacher Communication Skills

Based on the "Correlations" output, the calculated r value (Pearson Correlation value) is 0.788. The next step is to find the r table value for N = 48 at 5% significance, the r table value is 0.284. See the image below

Signifikansi 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Next, the number of r table is then compared with the calculated r value that has been known from the previous SPSS output value. Because the calculated r value **of Teacher Communication Skills** is 0.788> r table 0.284, then as the basis for decision making in the validity test, it can be concluded that **Teacher Communication Skills** are valid.

Correlations

Correlations

		Praktik Instruksional Guru	x2.1	x2.2	x2.3	x2.4	x2.5
Praktik Instruksional Guru	Pearson Correlation	1	.674**	.504**	.712**	.789**	.703**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	48	48	48	48	48	48
x2.1	Pearson Correlation	.674**	1	.291*	.325*	.353*	.243
	Sig. (2-tailed)	.000		.045	.024	.014	.096
	N	48	48	48	48	48	48
x2.2	Pearson Correlation	.504**	.291*	1	.325*	.118	.228
	Sig. (2-tailed)	.000	.045		.024	.425	.118
	N	48	48	48	48	48	48
x2.3	Pearson Correlation	.712**	.325*	.325*	1	.466**	.330*
	Sig. (2-tailed)	.000	.024	.024		.001	.022
	N	48	48	48	48	48	48
x2.4	Pearson Correlation	.789**	.353*	.118	.466**	1	.599**
	Sig. (2-tailed)	.000	.014	.425	.001		.000
	N	48	48	48	48	48	48
x2.5	Pearson Correlation	.703**	.243	.228	.330*	.599**	1
	Sig. (2-tailed)	.000	.096	.118	.022	.000	
	N	48	48	48	48	48	48

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

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

D. Interpretation of Output of Teacher Instructional Practitioner Validity Test

Based on the "Correlations" output, the calculated r value (Pearson Correlation value) is 0.703. The next step is to find the r table value for N = 48 at 5% significance, the r table value is found to be 0.284.

Next, the number of r table is then compared with the calculated r value that has been known from the previous SPSS output value. Because the calculated r value **of Teacher Instructional Practitioner** is 0.703 > r table 0.284, then as the basis for decision making in the validity test, it can be concluded that **Teacher Instructional Practitioner** is valid.

Correlations

Correlations

		Motivasi Belajar Bahasa Inggris	y1.1	y1.2	y1.3	y1.4	y1.5
Motivasi Belajar Bahasa Inggris	Pearson Correlation	1	.751**	.822**	.748**	.629**	.762**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	48	48	48	48	48	48
y1.1	Pearson Correlation	.751**	1	.499**	.370**	.339*	.466**
	Sig. (2-tailed)	.000		.000	.010	.018	.001
	N	48	48	48	48	48	48
y1.2	Pearson Correlation	.822**	.499**	1	.574**	.287*	.722**
	Sig. (2-tailed)	.000	.000		.000	.048	.000
	N	48	48	48	48	48	48
y1.3	Pearson Correlation	.748**	.370**	.574**	1	.409**	.394**
	Sig. (2-tailed)	.000	.010	.000		.004	.006
	N	48	48	48	48	48	48
y1.4	Pearson Correlation	.629**	.339*	.287*	.409**	1	.347*
	Sig. (2-tailed)	.000	.018	.048	.004		.016
	N	48	48	48	48	48	48
y1.5	Pearson Correlation	.762**	.466**	.722**	.394**	.347*	1
	Sig. (2-tailed)	.000	.001	.000	.006	.016	
	N	48	48	48	48	48	48

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

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

E. Interpretation of the Output of the Validity Test of English Learning Motivation.

Based on the "Correlations" output, the calculated r value (Pearson Correlation value) is 0.762. The next step is to find the r table value for N = 48 at 5% significance, the r table value is found to be 0.284.

Next, the number of r table is then compared with the calculated r value that has been known from the previous SPSS output value. Because the calculated r value **of English Learning Motivation** is 0.762> r table 0.284, then as the basis for decision making in the validity test, it can be concluded that **English Learning Motivation** is valid.

F. Decision Making Based on Sig. Value (2-tailed) with Probability 0.05

For example, we want to see again whether item number 1 is valid or not. Based on the "Correlations" output above, **the Sig. (2-tailed) value is known** for the relationship or **Teacher Communication Skills** , **Teacher Instructional Practitioners, and English Learning Motivation** with a Total Score of 0.000 < 0.05 and a positive Pearson Correlation, it can be concluded that all variables are **valid** . Because question item number 1 is declared valid, the question item can be used as an accurate data collection tool in a study.

G. Decision Basis in Cronbach's Alpha Reliability Test

In his book (V. Wiratna Sujarweni. 2014. SPSS for Research. Yogyakarta: Pustaka Baru Press. Page-193) explains that reliability testing can be done simultaneously on all items or question items in a research questionnaire. The basis for decision making in reliability testing is as follows:

1. If the Cronbach's Alpha value > 0.60 then the questionnaire or survey is declared valid
2. reliable or consistent. 2. Meanwhile, if the Cronbach's Alpha value < 0.60 then the questionnaire or survey is declared unreliable or inconsistent.

Case Processing Summary

		N	%
Cases	Valid	48	100.0
	Excluded[a]	0	.0
	Total	48	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.903	15

The output table above provides information about the number of samples or respondents (N) analyzed in the SPSS program, namely N as many as 48 students. Because there is no empty data (in the sense that all respondents' answers are filled in), the valid number is 100%.

From the output table above, it is known that there are N of Items (the number of items or questionnaire questions) there are 15 items with a Cronbach's Alpha value of 0.903. Because the Cronbach's Alpha value of 0.903> 0.60, then as the basis for decision making in the reliability test above, it can be concluded that the 15 or all questionnaire question items are **reliable** or **consistent** .

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1.1	56.69	79.581	.704	.893
x1.2	56.31	84.049	.524	.900
x1.3	56.67	76.738	.724	.892
x1.4	56.94	77.039	.625	.896
x1.5	56.75	78.021	.627	.896
x2.1	56.67	78.823	.592	.897
x2.2	56.35	85.170	.445	.902
x2.3	56.40	80.372	.615	.896
x2.4	56.98	77.127	.628	.896
x2.5	56.60	82.968	.478	.901
y1.1	57.06	78.826	.557	.899
y1.2	56.29	79.828	.649	.895
y1.3	56.33	80.823	.531	.899
y1.4	56.63	81.516	.582	.897
y1.5	56.08	82.631	.589	.898

The output table above provides an overview of the statistical values for the 15 questionnaire items. Note in the "Cronbach's Alpha if Item Deleted" column in this table, it is known that the Cronbach's Alpha value for the 15 items is > 0.60, so it can be concluded that the 15 questionnaire items ***are reliable*** .

H. INFERENTIAL STATISTICAL ANALYSIS OF TEACHER COMMUNICATION SKILLS

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Keterampilan komunikasi Guru[b]	.	Enter

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. All requested variables entered.

The output table "Variables Entered/Removed" above provides information about the research variables and the methods used in the regression analysis. The independent variable used in this analysis is the **Teacher Communication Skills variable** . While the dependent variable is **the Motivation to Learn English** . The regression analysis uses the Enter method. No variables are removed so that the Variables Removed column has no numbers or is empty.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	218.066	1	218.066	27.602	.000[b]
	Residual	363.413	46	7.900		
	Total	581.479	47			

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. Predictors: (Constant), Keterampilan komunikasi Guru

Based on the "ANOVA" output table above, it is known that the significance value (Sig.) in the F test is 0.000. Because Sig. 0.000 <0.05, then as the basis for decision making in the F test, it can be concluded that **Teacher Communication Skills** (X1) have an effect on **English Learning Motivation** (Y) or are significant. Thus, the requirements for us to be able to interpret the coefficient of determination value in multiple linear regression analysis have been met.

the Teacher Communication Skills variable (X1) has on **English Learning Motivation** (Y). In this case, we refer to the R Square value contained in the results of the multiple linear regression analysis, namely in the "Model Summary" table below.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612[a]	.375	.361	2.811

a. Predictors: (Constant), Keterampilan komunikasi Guru

Based on the SPSS output table "Model Summary" above, it is known that the coefficient of determination or R Square is 0.375. The R Square value of 0.375 comes from the squaring of the correlation coefficient value or "R", which is 0.612 x 0.612 = 0.375. The magnitude of the coefficient of determination (R Square) is 0.375 or equal to 37.5%. This figure means that the **Teacher Communication Skills variable** (X1) has an effect on the **English Learning Motivation variable** (Y) by 37.5%. While the rest (100% - 37.5%. = 62.5%) is influenced by other variables outside this regression equation or variables that are not studied.

The magnitude of the influence of other variables is also called error (e). To calculate the error value, we can use the formula e = 1 - R2. The magnitude of the coefficient of determination or R Square is generally between 0-1. However, if in a study we find R Square with a minus or negative (-) value, then it can be said that there is no influence of variable X on variable Y.

Furthermore, the smaller the value of the coefficient of determination (R Square), this means that the influence of the independent variable (X) on the dependent variable (Y) is getting weaker. Conversely, if the R Square value is getting closer to 1, then the influence will be stronger.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	218.066	1	218.066	27.602	.000[b]
	Residual	363.413	46	7.900		
	Total	581.479	47			

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. Predictors: (Constant), Keterampilan komunikasi Guru

Hypothesis Formulation in Simultaneous F Test The hypothesis (assumption) proposed in this F test is "There is an influence of **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).

Decision Making Basis in F Test There are two ways that we can use as a reference or guideline to conduct a hypothesis test in the F test. The first is to compare the significance value (Sig.) or probability value of the Anova output results. The second is to compare the calculated F value with the F table value.

Based on the Significance Value (Sig.) of the Anova Output

1. If the Sig. value < 0.05, then the hypothesis is accepted. This means that **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).
2. If the Sig. value > 0.05, then the hypothesis is rejected. This means that **Teacher Communication Skills** (X1) do not affect **English Learning Motivation** (Y).

Based on Comparison of Calculated F Value with F Table

Based on the SPSS output table above, it is known that the calculated F value is 27.602. Because the calculated F value of 27.602> F table 4.08, then as the basis for decision making in the F test, it can be concluded that the hypothesis is accepted or in other words, **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).

Note: F table is searched on the distribution of r table statistical values at a significance of 5% or 0.05 using the formula F table = (k; nk). Where "k" is the number of independent variables (free variables or X) while "n" is the number of respondents or research samples. In this study the number of "k" is 1, namely the **Teacher Communication Skills variable** (X1) While the number of "n" is 48 students (respondents). Then we enter this value into the formula, then it produces the number (1; 48 -1) = (1; 47), this number is then used as a reference to find or see the F table value in the distribution of F table statistical values. Then the F table value is found to be 4.08. See the picture below:

Distribution Nilai Tabel $F_{0,05}$

Degrees of freedom for Nominator

Degrees of freedom for Denominator	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞
1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254
2	18,5	19,0	19,2	19,2	19,3	19,3	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,5	19,5	19,5	19,5	19,5	19,5
3	10,1	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,70	8,66	8,64	8,62	8,59	8,57	8,55	8,53
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75	5,72	5,69	5,66	5,63
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,50	4,46	4,43	4,40	4,37
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,81	3,77	3,74	3,70	3,67
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,38	3,34	3,30	3,27	3,23
8	5,32	4,46	4,07	3,84	4,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,08	3,04	3,01	2,97	2,93
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,86	2,83	2,79	2,75	2,71
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,70	2,66	2,62	2,58	2,54
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,57	2,53	2,49	2,45	2,40
12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,47	2,43	2,38	2,34	2,30
13	4,67	3,81	3,41	3,13	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,38	2,34	2,30	2,25	2,21
14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,31	2,27	2,22	2,18	2,13
15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	6,59	2,54	2,48	2,40	2,33	2,29	2,25	2,20	2,16	2,11	2,07
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,19	2,15	2,11	2,06	2,01
17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,15	2,10	2,06	2,01	1,96
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,11	2,06	2,02	1,97	1,92
19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,07	2,03	1,98	1,93	1,88
20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,04	1,99	1,95	1,90	1,84
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,01	1,96	1,92	1,87	1,81
22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	1,98	1,94	1,89	1,84	1,78
23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,96	1,91	1,86	1,81	1,76
24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,18	2,11	2,03	1,98	1,94	1,89	1,84	1,79	1,73
25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,16	2,09	2,01	1,96	1,92	1,87	1,82	1,77	1,71
30	4,17	3,32	2,92	2,69	2,53	2,42	2,33	2,27	2,21	2,16	2,09	2,01	1,93	1,89	1,84	1,79	1,74	1,68	1,62
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,08	2,00	1,92	1,84	1,79	1,74	1,69	1,64	1,58	1,51
50	4,08	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,95	1,87	1,78	1,74	1,69	1,63	1,56	1,50	1,41
60	4,00	3,15	2,76	2,53	2,37	2,25	2,17	2,10	2,04	1,99	1,92	1,84	1,75	1,70	1,65	1,59	1,53	1,47	1,39
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,85	1,80	1,68	1,63	1,57	1,51	1,46	1,40	1,28
120	3,92	3,07	2,68	2,45	2,29	2,18	2,09	2,02	1,96	1,91	1,83	1,75	1,66	1,61	1,55	1,50	1,43	1,35	1,22
∞	3,84	3,00	2,60	2,37	2,21	2,10	2,01	1,94	1,88	1,83	1,75	1,67	1,57	1,52	1,46	1,39	1,32	1,22	1,00

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.897	2.101		4.710	.000
	Keterampilan komunikasi Guru	.548	.104	.612	5.254	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

From the SPSS output table "Coefficients" above, we will conduct a test to find out whether the **Teacher Communication Skills variable** (X1) has an effect on the **English Learning Motivation variable** (Y).

The hypothesis that we propose in this research is:

1. H1 or first hypothesis: there is an influence of **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).
2. H2 or second hypothesis: there is no influence **of Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).

The Basis for Decision Making of Partial t-Test in Regression Analysis.

To conduct the research hypothesis test above, we must first know the basis for decision making in the partial t-test. In this case, there are two references that we can use as a basis for decision making, first by looking at the significance value (Sig).

Based on Significance Value (Sig.)

1. If the Significance value (Sig.) < probability 0.05 then there is an influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted.
2. If the Significance value (Sig.) > probability 0.05 then there is no influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is rejected.

Based on the SPSS output table "Coefficients" above, it is known that the Significance value (Sig) of the **Teacher Communication Skills variable** (X1) is 0.000. Because the Sig.0.000 value <probability 0.05, it can be concluded that

H1 or the first hypothesis is accepted. This means that there is an influence of **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).

I. HYPOTHESIS TEST COMPARING THE COUNTED T VALUE WITH THE T TABLE

This hypothesis testing is often also called the t-test, where the basis for decision making in the t-test is:

1. If the calculated t value is greater than the t table, then there is an influence of **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).
2. On the other hand, if the calculated t value is smaller than the t table, then there is no influence of **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.897	2.101		4.710	.000
	Keterampilan komunikasi Guru	.548	.104	.612	5.254	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

based on the output above, the calculated t value is 5.254. Because the calculated t value has been found, the next step is to find the t table value. The formula for finding the t table is:

Value a / 2 = 0.05 / 2 = 0.025

Degrees of freedom (df) = n – 2 = 48 – 2 = 46

Value 0.025; 46 then we look at the distribution of the t table value, then we get a t table value of 2.013.

Because the t-value of 5.254 is greater than > 2.013, it can be concluded that " There is an influence of **Teacher Communication Skills** (X1) on **English Learning Motivation** (Y) "

Distribusi Nilai t_{tabel}

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	1.692	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690
46	1.300	1.679	2.013	2.410	2.687
47	1.300	1.678	2.012	2.408	2.685
48	1.299	1.677	2.011	2.407	2.682
49	1.299	1.677	2.010	2.405	2.680
50	1.299	1.676	2.009	2.403	2.678
51	1.298	1.675	2.008	2.402	2.676
52	1.298	1.675	2.007	2.400	2.674
53	1.298	1.674	2.006	2.399	2.672
54	1.297	1.674	2.005	2.397	2.670
55	1.297	1.673	2.004	2.396	2.668
56	1.297	1.673	2.003	2.395	2.667
57	1.297	1.672	2.002	2.394	2.665
58	1.296	1.672	2.002	2.392	2.663
59	1.296	1.671	2.001	2.391	2.662
60	1.296	1.671	2.000	2.390	2.660
61	1.296	1.671	2.000	2.390	2.659
62	1.296	1.671	1.999	2.389	2.659
63	1.296	1.670	1.999	2.389	2.658
64	1.296	1.670	1.999	2.388	2.657
65	1.296	1.670	1.998	2.388	2.657
66	1.295	1.670	1.998	2.387	2.656
67	1.295	1.670	1.998	2.387	2.655
68	1.295	1.670	1.997	2.386	2.655
69	1.295	1.669	1.997	2.386	2.654
70	1.295	1.669	1.997	2.385	2.653
71	1.295	1.669	1.996	2.385	2.653
72	1.295	1.669	1.996	2.384	2.652
73	1.295	1.669	1.996	2.384	2.651
74	1.295	1.668	1.995	2.383	2.651
75	1.295	1.668	1.995	2.383	2.650
76	1.294	1.668	1.995	2.382	2.649
77	1.294	1.668	1.994	2.382	2.649
78	1.294	1.668	1.994	2.381	2.648
79	1.294	1.668	1.994	2.381	2.647
80	1.294	1.667	1.993	2.380	2.647
81	1.294	1.667	1.993	2.380	2.646
82	1.294	1.667	1.993	2.379	2.645
83	1.294	1.667	1.992	2.379	2.645
84	1.294	1.667	1.992	2.378	2.644
85	1.294	1.666	1.992	2.378	2.643
86	1.293	1.666	1.991	2.377	2.643
87	1.293	1.666	1.991	2.377	2.642
88	1.293	1.666	1.991	2.376	2.641
89	1.293	1.666	1.990	2.376	2.641
90	1.293	1.666	1.990	2.375	2.640
91	1.293	1.665	1.990	2.374	2.639
92	1.293	1.665	1.989	2.374	2.639
93	1.293	1.665	1.989	2.373	2.638
94	1.293	1.665	1.989	2.373	2.637
95	1.293	1.665	1.988	2.372	2.637
96	1.292	1.664	1.988	2.372	2.636
97	1.292	1.664	1.988	2.371	2.635
98	1.292	1.664	1.987	2.371	2.635
99	1.292	1.664	1.987	2.370	2.634
100	1.292	1.664	1.987	2.370	2.633
101	1.292	1.663	1.986	2.369	2.633
102	1.292	1.663	1.986	2.369	2.632
103	1.292	1.663	1.986	2.368	2.631
104	1.292	1.663	1.985	2.368	2.631
105	1.292	1.663	1.985	2.367	2.630
106	1.291	1.663	1.985	2.367	2.629
107	1.291	1.662	1.984	2.366	2.629
108	1.291	1.662	1.984	2.366	2.628
109	1.291	1.662	1.984	2.365	2.627
110	1.291	1.662	1.983	2.365	2.627
111	1.291	1.662	1.983	2.364	2.626
112	1.291	1.661	1.983	2.364	2.625
113	1.291	1.661	1.982	2.363	2.625
114	1.291	1.661	1.982	2.363	2.624
115	1.291	1.661	1.982	2.362	2.623
116	1.290	1.661	1.981	2.362	2.623
117	1.290	1.661	1.981	2.361	2.622
118	1.290	1.660	1.981	2.361	2.621
119	1.290	1.660	1.980	2.360	2.621
120	1.290	1.660	1.980	2.360	2.620

Dari "Table of Percentage Points of the t-Distribution." Biometrika, Vol. 32. (1941), p. 300. Reproduced by permission of the Biometrika Trustess.

J. CREATING A SIMPLE LINEAR REGRESSION EQUATION

In general, the formula for a simple linear regression equation is Y = a + bX. Meanwhile, to find out the value of the regression coefficient, we can refer to the output in the coefficients table.

a = constant number of unstandardized coefficients. In this case, the value is 9.897. This number is a constant number which

means that if there is no **Teacher Communication Skills** (X) then the value of **English Learning Motivation** (Y) is 9.897.

b = regression coefficient number. Its value is 0.548. This number means that for every 1% increase **in Teacher Communication Skills** (X), **English Learning Motivation** (Y) will increase by 0.548.

Because the regression coefficient value is minus (+), it can be said that **Teacher Communication Skills** (X) have a positive effect on **English Learning Motivation** (Y). So the regression equation is ***Y = 9.897 + 0.548 X***

K. INFERENTIAL STATISTICAL ANALYSIS OF TEACHER INSTRUCTIONAL PRACTICES

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Praktik Instruksional Guru[b]	.	Enter

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. All requested variables entered.

The output table "Variables Entered/Removed" above provides information about the research variables and the methods used in the regression analysis. The independent variable used in this analysis is the **Teacher Instructional Practice variable** . While the dependent variable is the **English Learning Motivation variable** . The regression analysis uses the Enter method. No variables are removed so that the Variables Removed column has no numbers or is empty.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	297.297	1	297.297	48.123	.000[b]
	Residual	284.182	46	6.178		
	Total	581.479	47			

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. Predictors: (Constant), Praktik Instruksional Guru

Based on the "ANOVA" output table above, it is known that the significance value (Sig.) in the F test is 0.000. Because Sig. 0.000 <0.05, then as the basis for decision making in the F test, it can be concluded that **Teacher Instructional Practices** (X2) have an effect on **English Learning Motivation** (Y) or are significant. Thus, the requirements for us to be able to interpret the coefficient of determination value in multiple linear regression analysis have been met.

the Teacher Instructional Practices variable (X2) has on **English Learning Motivation** (Y). In this case, we refer to the R Square value contained in the results of the multiple linear regression analysis, namely in the "Model Summary" table below.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715[a]	.511	.501	2.486

a. Predictors: (Constant), Praktik Instruksional Guru

Based on the SPSS output table "Model Summary" above, it is known that the coefficient of determination or R Square is 0.511. The R Square value of 0.511 comes from the squaring of the correlation coefficient value or "R", which is 0.715 x 0.715 = 0.511. The magnitude of the coefficient of determination (R Square) is 0.511 or equal to 51.1%. This figure means that the **Teacher Instructional Practice variable** (X2) influences the **English Learning Motivation variable** (Y) by 51.1%. While the rest (100% - 51.1%. = 48.9%) is influenced by other variables outside this regression equation or variables that are not studied.

The magnitude of the influence of other variables is also called error (e). To calculate the error value, we can use the formula e = 1 - R2. The magnitude of the coefficient of determination or R Square is generally between 0-1. However, if in a study we find R Square with a minus or negative (-) value, then it can be said that there is no influence of variable X on variable Y. Furthermore, the smaller the value of the coefficient of determination (R Square), this means that the influence of the independent variable (X) on the dependent variable (Y) is getting weaker. Conversely, if the R Square value is getting closer to 1, then the influence will be stronger.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	297.297	1	297.297	48.123	.000[b]
	Residual	284.182	46	6.178		
	Total	581.479	47			

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. Predictors: (Constant), Praktik Instruksional Guru

Hypothesis Formulation in the F Test The hypothesis (assumption) proposed in this F test is "There is an influence of **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).

Decision Making Basis in F Test There are two ways that we can use as a reference or guideline to conduct a hypothesis test in the F test. The first is to compare the significance value (Sig.) or probability value of the Anova output results. The second is to compare the calculated F value with the F table value.

Based on the Significance Value (Sig.) of the Anova Output

1. If the Sig. value < 0.05, then the hypothesis is accepted. This means that **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).
2. If the Sig. value > 0.05, then the hypothesis is rejected. This means that **Teacher Instructional Practices** (X2) do not affect **English Learning Motivation** (Y).

Based on Comparison of Calculated F Value with F Table

Based on the SPSS output table above, it is known that the calculated F value is 48.123. Because the calculated F value of

48.123 > F table 4.08, then as the basis for decision making in the F test, it can be concluded that the hypothesis is accepted or in other words, **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.412	2.237		2.420	.020
	Praktik Instruksional Guru	.761	.110	.715	6.937	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

Note: F table is searched on the distribution of r table statistical values at 5% or 0.05 significance using the formula F table = (k; nk). Where "k" is the number of independent variables (free variables or X) while "n" is the number of respondents or research samples. In this study the number of "k" is 1, namely the **Teacher Instructional Practice variable** (X2) While the number of "n" is 48 students (respondents). Then we enter this value into the formula, then it produces the number (1; 48 -1) = (1; 47), this number is then used as a reference to find or see the F table value in the distribution of F table statistical values. Then the F table value is found to be 4.08.

From the SPSS output table "Coefficients" above, we will conduct a test to find out whether the **Teacher Instructional Practices variable** (X2) has an effect on the **English Learning Motivation variable** (Y).

The hypothesis that we propose in this research is:

1. H1 or first hypothesis: there is an influence of **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).
2. H2 or second hypothesis: there is no influence of **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).

The Basis for Decision Making of Partial t-Test in Regression Analysis.

To conduct the research hypothesis test above, we must first know the basis for decision making in the partial t-test. In this case, there are two references that we can use as a basis for decision making, first by looking at the significance value (Sig).

Based on Significance Value (Sig.)

1. If the Significance value (Sig.) < probability 0.05 then there is an influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted.
2. If the Significance value (Sig.) > probability 0.05 then there is no influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is rejected.

Based on the SPSS output table "Coefficients" above, it is known that the Significance value (Sig) of the **Teacher Instructional Practice variable** (X2) is 0.000. Because the Sig.0.000 value <probability 0.05, it can be concluded that H1 or the first hypothesis is accepted. This means that there is an influence of **Teacher Instructional Practice** (X2) on **English Learning Motivation** (Y).

L. HYPOTHESIS TEST COMPARING THE COUNTED T VALUE WITH THE T TABLE

This hypothesis testing is often also called the t-test, where the basis for decision making in the t-test is:

1. If the calculated t value is greater than the t table, then there is an influence of **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).
2. On the other hand, if the calculated t value is smaller than the t table, then there is no influence of **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	5.412	2.237		2.420	.020
	Praktik Instruksional Guru	.761	.110	.715	6.937	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

based on the output above, the calculated t value is 6.937. Because the calculated t value has been found, the next step is to find the t table value. The formula for finding the t table is:

Value a / 2 = 0.05 / 2 = 0.025

Degrees of freedom (df) = n – 2 = 48 – 2 = 46

Value 0.025; 46 then we look at the distribution of the t table value, then we get a t table value of 2.013.

Because the t-value of 6.937 is greater than > 2.013, it can be concluded that " There is an influence of **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y) ".

CREATING A SIMPLE LINEAR REGRESSION EQUATION

In general, the formula for a simple linear regression equation is Y = a + bX. Meanwhile, to find out the value of the regression coefficient, we can refer to the output in the coefficients table.

a = constant number of unstandardized coefficients. In this case, the value is 5.412. This number is a constant number which means that if there is no **Teacher Instructional Practice** (X2), then the value of **English Learning Motivation** (Y) is 5.412.

b = regression coefficient number. The value is 0.761. This number means that for every 1% increase **in Teacher Instructional Practices** (X2), **English Learning Motivation** (Y) will increase by 0.761.

Because the regression coefficient value is minus (+), it can be said that **Teacher Instructional Practices** (X2) have a positive effect on **English Learning Motivation** (Y). So the regression equation is ***Y = 5.412 + 0.761 X***

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	306.512	2	153.256	25.081	.000[b]
	Residual	274.968	45	6.110		
	Total	581.479	47			

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. Predictors: (Constant), Praktik Instruksional Guru, Keterampilan komunikasi Guru

INFERENTIAL STATISTICAL ANALYSIS OF TEACHER COMMUNICATION SKILLS (X1) AND TEACHER INSTRUCTIONAL PRACTICES (X2)

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Praktik Instruksional Guru, Keterampilan komunikasi Guru[b]	.	Enter

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. All requested variables entered.

The output table "Variables Entered/Removed" above provides information about the research variables and the methods used in the regression analysis. The independent variables used in this analysis are the **Teacher Communication Skills variables. and Teacher Instructional Practices** . While the dependent variable is the **English Learning Motivation variable** . Regression analysis uses the Enter method. No variables are removed so that the Variables Removed column has no numbers or is empty.

Based on the "ANOVA" output table above, it is known that the significance value (Sig.) in the F test is 0.000. Because Sig. 0.000 <0.05, then as the basis for decision making in the F test, it can be concluded that **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) have a simultaneous (together) effect on **English Learning Motivation** (Y) or are significant. Thus, the requirements for us to be able to interpret the coefficient of determination value in multiple linear regression analysis have been met.

The next step is to see how many percent (%) of influence given by **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) have an effect on **English Learning Motivation** (Y). In this case we refer to the R Square value contained in the results of the multiple linear regression analysis, namely in the following "Model Summary" table.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726[a]	.527	.506	2.472

a. Predictors: (Constant), Praktik Instruksional Guru, Keterampilan komunikasi Guru

Based on the SPSS output table "Model Summary" above, it is known that the coefficient of determination or R Square is 0.527. The R Square value of 0.527 comes from the squaring of the correlation coefficient value or "R", which is 0.726 x 0.726 = 0.527. The magnitude of the coefficient of determination (R Square) is 0.527 or equal to 52.7%. This figure means that the variables of **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) have a simultaneous effect on **English Learning Motivation** (Y) of 52.7%. While the rest (100% - 52.7%. = 47.3%) is influenced by other variables outside this regression equation or variables that are not studied.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	306.512	2	153.256	25.081	.000[b]
	Residual	274.968	45	6.110		
	Total	581.479	47			

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

b. Predictors: (Constant), Praktik Instruksional Guru, Keterampilan komunikasi Guru

The magnitude of the influence of other variables is also called error (e). To calculate the error value, we can use the formula e = 1 - R2. The magnitude of the coefficient of determination or R Square is generally between 0-1. However, if in a study we find R Square with a minus or negative (-) value, then it can be said that there is no influence of variable X on variable Y. Furthermore, the smaller the value of the coefficient of determination (R Square), this means that the influence of the independent variable (X) on the dependent variable (Y) is getting weaker. Conversely, if the R Square value is getting closer to 1, then the influence will be stronger.

Formulation of Hypothesis in Simultaneous F Test The hypothesis (assumption) proposed in this F test is "There is a simultaneous influence of **Teacher Communication Skills** (X1) and **Teacher Instructional Practices (X2) on English Learning Motivation** (Y)"

Decision Making Basis in F Test There are two ways that we can use as a reference or guideline to conduct a hypothesis test in the F test. The first is to compare the significance value (Sig.) or probability value of the Anova output results. The second is to compare the calculated F value with the F table value.

Based on the Significance Value (Sig.) of the Anova Output

1. If the Sig. value < 0.05, then the hypothesis is accepted. This means that **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) have an effect on **English Learning Motivation** (Y).
2. If the Sig. value > 0.05, then the hypothesis is rejected. This means that **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) do not affect **English Learning Motivation** (Y).

Based on Comparison of Calculated F Value with F Table

Based on the SPSS output table above, it is known that the calculated F value is 25.081. Because the calculated F value of 25.081> F table 3.18, then as the basis for decision making in the F test, it can be concluded that the hypothesis is accepted or in other words, **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) have an influence on **English Learning Motivation** (Y).

Note: F table is searched on the distribution of r table statistical values at a significance of 5% or 0.05 using the formula F table = (k; nk). Where "k" is the number of independent variables (free variables or X) while "n" is the number of respondents or research samples. In this study, the number of "k" is 2, namely the variables of **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) While the number of "n" is 48 students (respondents). Then we enter this value into the formula, then it produces the number (2; 48 -2) = (2; 46), this number is then used as a reference to find or see the F table value in the distribution of F table statistical values. Then the F table value is found to be 3.18.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.060	2.243		2.256	.029
	Keterampilan komunikasi Guru	.167	.136	.186	1.228	.226
	Praktik Instruksional Guru	.615	.162	.578	3.805	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

From the SPSS output table "Coefficients" above, we will conduct a test to find out whether the **Teacher Instructional Practices variable** (X1) has an effect on the **English Learning Motivation variable** (Y).

The hypothesis that we propose in this research is:

1. H1 or first hypothesis: there is a simultaneous influence **of Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).
2. H2 or second hypothesis: there is no simultaneous influence **of Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).

The Basis for Decision Making of Partial t-Test in Regression Analysis.

To conduct the research hypothesis test above, we must first know the basis for decision making in the partial t-test. In this case, there are two references that we can use as a basis for decision making, first by looking at the significance value (Sig).

Based on Significance Value (Sig.)

1. If the Significance value (Sig.) < probability 0.05 then there is an influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is accepted.
2. If the Significance value (Sig.) > probability 0.05 then there is no influence of the independent variable (X) on the dependent variable (Y) or the hypothesis is rejected.

Based on the SPSS output table "Coefficients" above, it is known that the Significance value (Sig) of the **Teacher Communication Skills variable** (X1) is 0.226 because the Sig.0.000 value> probability 0.05 and **Teacher Instructional Practices** (X2) is 0.000 because the Sig.0.000 value <probability 0.05, then it can be concluded that H1 or the first hypothesis is accepted. This means that there is an influence of **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) on **English Learning Motivation** (Y).

HYPOTHESIS TEST COMPARING THE COUNTED T VALUE WITH THE T TABLE

This hypothesis testing is often also called the t-test, where the basis for decision making in the t-test is:

1. If the calculated t value is greater than the t table, then there is a simultaneous influence of **Teacher Communication Skills** (X1) and **Teacher Instructional Practices (X2) on English Learning Motivation** (Y).
2. On the other hand, if the calculated t value is smaller than the t table, then there is no influence of **Teacher Communication Skills** (X1) and **Teacher Instructional Practices** (X2) simultaneously on **English Learning Motivation** (Y).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.060	2.243		2.256	.029
	Keterampilan komunikasi Guru	.167	.136	.186	1.228	.226
	Praktik Instruksional Guru	.615	.162	.578	3.805	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

Based on the output above, the calculated t value **of Teacher Communication Skills (X1) is known.** is 1.228. Since the calculated t value has been found, the next step is to find the t table value. The formula for finding the t table is:

Value a / 2 = 0.05 / 2 = 0.025

Degrees of freedom (df) = n – 2 = 48 – 2 = 46

Value 0.025; 46 then we look at the distribution of the t table value, then we get a t table value of 2.013.

Because the calculated t value of 1.228 is smaller than 2.013, it can be concluded that **" There is no influence of Teacher Communication Skills (X1) on English Learning Motivation (Y) ".**

Based on the output above, the calculated t value of **Teacher Instructional Practices is known. (X2)** of 3.805. Since the calculated t value has been found, the next step is to find the t table value. The formula for finding the t table is:

Value a / 2 = 0.05 / 2 = 0.025

Degrees of freedom (df) = n – 2 = 48 – 2 = 46

Value 0.025; 46 then we look at the distribution of the t table value, then we get a t table value of 2.013.

Because the calculated t value of 3.805 is greater than 2.013, it can be concluded that **" There is an influence of Teacher Instructional Practices" (X2) towards English Learning Motivation (Y) ".**

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.060	2.243		2.256	.029
	Keterampilan komunikasi Guru	.167	.136	.186	1.228	.226
	Praktik Instruksional Guru	.615	.162	.578	3.805	.000

a. Dependent Variable: Motivasi Belajar Bahasa Inggris

CREATING A SIMPLE LINEAR REGRESSION EQUATION

In general, the formula for a simple linear regression equation is Y = a + bX + cX. Meanwhile, to find out the value of the regression coefficient, we can refer to the output in the coefficients table.

a = constant number of unstandardized coefficients. In this case, the value is 5.060. This number is a constant number which means that if there is no **Teacher Instructional Practice** (X1) and **Teacher Instructional Practice** (X2), then the value of **English Learning Motivation** (Y) is 5.060.

b = regression coefficient number. The value is 0.167. This number means that every 1% increase **in Teacher Instructional Practices** (X1) and **Teacher Instructional Practices** (X2) will increase the **English Learning Motivation value (Y) by**

0.167.

c = regression coefficient number. Its value is 0.615. This number means that every 1% increase **in Teacher Instructional Practices** (X1) and **Teacher Instructional Practices** (X2) will increase the **English Learning Motivation value (Y) by 0.615.**

Because the regression coefficient value is minus (+), it can be said that **Teacher Instructional Practices** (X1) and **Teacher Instructional Practices** (X2) have a positive influence on **English Learning Motivation** (Y). So the regression equation is ***Y = 5.060 + 0.167 X1 + 0.615 X2 + e***

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Research Conclusion

This study aimed to analyze the influence of teacher verbal communication and the Communicative Language Teaching (CLT) approach on the intrinsic motivation of EFL students, specifically seventh-grade students at SMP Negeri Pakkabba during the academic year 2024–2025. The research utilized a quantitative method to examine (1) the individual effect of teacher verbal communication on students' intrinsic motivation, (2) the effect of CLT implementation on intrinsic motivation, (3) the relationship between verbal communication and CLT, and (4) the combined influence of both independent variables on students' motivation.

Based on the data analysis and findings, the following conclusions can be drawn:

1. Teacher verbal communication significantly affects EFL students' intrinsic motivation. Teachers who engage in clear, encouraging, and empathetic verbal interaction contribute positively to students' interest and enthusiasm in learning English.
2. The Communicative Language Teaching (CLT) approach also has a significant impact on students' intrinsic motivation. CLT encourages meaningful communication and interaction, which fosters a more engaging and student-centered learning environment.
3. he combined effect of teacher verbal communication and the CLT approach has a stronger influence on students' intrinsic motivation than either factor alone. This suggests that integrating both elements effectively can maximize student engagement and learning outcomes in EFL contexts.

B. Recommendations

Based on the findings of this study, the following recommendations are proposed:

For English Teachers:

a. Enhance verbal communication strategies by being more encouraging, empathetic, and responsive to students' needs.

b. Integrate CLT principles consistently in classroom activities to promote student participation and interaction.

For School Administrators:

a. Provide regular training or workshops focused on teacher communication skills and the practical application of CLT in the classroom.

b. Encourage peer observation and collaboration among teachers to share best practices in fostering student motivation.

For Future Researchers:

a. Broaden the scope of the study to include students from different grade levels or schools to enhance the generalizability of the results.

b. Consider incorporating qualitative data, such as interviews or classroom observations, to gain deeper insights into the students' learning experiences.

For Curriculum Developers and Policy Makers:

a. Design instructional materials and curriculum guidelines that support communicative activities and promote positive teacher-student interaction.

b. Recognize the importance of intrinsic motivation as a key outcome in EFL learning, and ensure teaching strategies align with this goal.

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LEMBAR VALIDASI ISI KUESIONER PENELITIAN

(Content Validity Index – CVI) ***Anastasi & Urbina, 1997; Cohen et al., 2007***

Nama Penilai Ahli : _____
Bidang Keahlian : _____
Tanggal Penilaian : _____

Judul Tesis: A Quantitative Analysis Of Teacher Verbal Communication, Communicative Language Teaching (Clt) And Efl Students' Intrinsic Motivation

Tujuan Validasi:

Menilai kesesuaian, kejelasan, dan relevansi butir instrumen terhadap indikator yang diukur, berdasarkan expert judgment.

Skala Penilaian:
1 = Tidak Relevan / Tidak Jelas / Bahasa Tidak Sesuai
2 = Kurang Relevan / Kurang Jelas / Bahasa Kurang Sesuai
3 = Cukup Relevan / Cukup Jelas / Bahasa Cukup Sesuai
4 = Sangat Relevan / Sangat Jelas / Bahasa Sangat Sesuai

Keterangan Pengisian
Relevansi: Sejauh mana item sesuai dengan indikator variabel yang diukur.
Kejelasan: Seberapa jelas item dapat dipahami oleh responden.
Konstruksi Kalimat: Apakah item disusun secara gramatikal dan logis.
Catatan/Revisi: Saran dari validator untuk perbaikan item (jika ada).

Tujuan Validasi:
Menilai kesesuaian, kejelasan, dan relevansi butir instrumen terhadap indikator yang diukur, berdasarkan expert judgment.

Skala Penilaian:
1 = Tidak Relevan / Tidak Jelas / Bahasa Tidak Sesuai
2 = Kurang Relevan / Kurang Jelas / Bahasa Kurang Sesuai
3 = Cukup Relevan / Cukup Jelas / Bahasa Cukup Sesuai
4 = Sangat Relevan / Sangat Jelas / Bahasa Sangat Sesuai

Keterangan Pengisian
Relevansi: Sejauh mana item sesuai dengan indikator variabel yang diukur.
Kejelasan: Seberapa jelas item dapat dipahami oleh responden.
Konstruksi Kalimat: Apakah item disusun secara gramatikal dan logis.
Catatan/Revisi: Saran dari validator untuk perbaikan item (jika ada).

No.	Pernyataan	Aspek yang Dinilai	Relevansi (1–4)	Kejelasan (1–4)	Konstruksi Kalimat (1–4)	Catatan/Revisi
1	Guru Bahasa Inggris saya menjelaskan materi dengan jelas dan mudah dipahami.	Keterampilan Komunikasi Guru				
2	Guru saya selalu mendengarkan dan menjawab pertanyaan dari siswa.	sda				
3	Guru saya menggunakan contoh nyata saat menjelaskan	sda				
4	Saya merasa nyaman berbicara atau bertanya kepada guru Bahasa Inggris.	sda				
5	Guru saya menggunakan kata-kata yang sesuai dengan tingkat pemahaman kami.	sda				
6	Guru saya menggunakan berbagai cara mengajar seperti diskusi, permainan, atau video.	Praktik Instruksional Guru				
7	Guru saya sering mengajak kami bekerja dalam kelompok saat belajar Bahasa Inggris.	sda				
8	Guru memberikan latihan atau tugas untuk meningkatkan kemampuan Bahasa Inggris kami.	sda				
9	Guru membuat pelajaran menjadi menyenangkan dan tidak membosankan.	sda				
10	Guru membantu saya ketika saya mengalami kesulitan dalam belajar.	sda				
11	Saya suka belajar Bahasa Inggris.	Motivasi Belajar Bahasa Inggris				
12	Saya berusaha memahami pelajaran Bahasa Inggris meskipun sulit.	sda				
13	Saya ingin bisa berbicara Bahasa Inggris dengan lancar.	sda				
14	Saya merasa lebih semangat belajar karena cara mengajar guru saya menarik.	sda				
15	Saya merasa pelajaran Bahasa Inggris penting untuk masa depan saya.	sda				

(Content Validity Index – CVI) ***Anastasi & Urbina, 1997; Cohen et al., 2007***

Nama Penilai Ahli : _____
Bidang Keahlian: _____
Tanggal Penilaian : _____

Judul Tesis: A Quantitative Analysis Of Teacher Verbal Communication, Communicative Language Teaching (Clt) And Efl Students' Intrinsic Motivation

Tujuan Validasi:
Menilai kesesuaian, kejelasan, dan relevansi butir instrumen terhadap indikator yang diukur, berdasarkan expert judgment.

Skala Penilaian:
1 = Tidak Relevan / Tidak Jelas / Bahasa Tidak Sesuai
2 = Kurang Relevan / Kurang Jelas / Bahasa Kurang Sesuai
3 = Cukup Relevan / Cukup Jelas / Bahasa Cukup Sesuai
4 = Sangat Relevan / Sangat Jelas / Bahasa Sangat Sesuai

Keterangan Pengisian
Relevansi: Sejauh mana item sesuai dengan indikator variabel yang diukur.
Kejelasan: Seberapa jelas item dapat dipahami oleh responden.
Konstruksi Kalimat: Apakah item disusun secara gramatikal dan logis.
Catatan/Revisi: Saran dari validator untuk perbaikan item (jika ada).

APPENDICES

Appendix 1: Questionnaire Instrument
Section A: Teacher Verbal Communication
1. My teacher gives clear instructions in English class.
2. My teacher provides encouraging feedback.
3. My teacher uses interesting language that makes me pay attention.
4. My teacher asks open-ended questions during class.
5. My teacher explains mistakes in a helpful manner.

Section B: Communicative Language Teaching (CLT)
1. My teacher uses group/pair activities in English class.
2. I am encouraged to speak English in real-life situations.
3. My teacher uses authentic materials (videos, dialogues, etc.).
4. Lessons are focused on communication rather than memorization.
5. I actively participate in class discussions.

Section C: Intrinsic Motivation
1. I enjoy learning English.
2. I learn English because I am interested in it.
3. I feel happy when I understand new English words.
4. I try to speak English without being told.
5. I want to improve my English for my own satisfaction