
THE MALE LECTURERS TALK TOWARD THE FEMALE STUDENTS' LEARNING MOTIVATION IN EFL CLASSROOM

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First Received: 2023-02-05; Accepted: 31-03-2023

Abstract

The male lecturers' talk toward the female students' learning motivation shows that male lecturers' talks have a very significant impact on the learning motivation of female students. This study aims to explore the types of lecturers talk used by male lecturers based on Flanders theory using FIAC (Flanders Interaction Analysis Categories) and their impact on female students' learning motivation. This study applied a qualitative descriptive design involving participants from EFL Male Lecturers and EFL Female students of *Tadris* English. Furthermore, data were collected through interviews and observations. The observations were conducted by observing the EFL teaching and learning process. At the same time, interviews were carried out 3 EFL male lecturers and 8 female students. Then, analyzed qualitatively based on the theory of Miles and Huberman. In line with the findings of this study showed that from 7 types of lecturers talk, 6 types appeared. The dominant type used by male English lecturers is the gives information. Meanwhile, the impact of lecturers talk on the learning motivation of female students is more likely to have an impact on the extrinsic motivation of students in the classroom such as, the desire to study the material voluntarily, be responsible, and have good relations with lecturers. Thus, this study is expected to be references by which lecturers could consider the types of lecturers talk to be implemented to improve their students' motivation and interest in the classroom.

Keywords: FIAC, Lecturers Talk, Male Lecturers, Learning Motivation, Female Students

INTRODUCTION

In the EFL class, one of the most important parts of the teaching and learning process is what interactions occur between lecturers and students (Nasir et al., 2019). In order to achieve the desired learning objectives, the relationship between lecturers and students must be well established. In the current reality, male English lecturers at one of higher education in Papua have their own attractiveness in the classroom, and this attraction is what motivates English

students to learn in class. Male lecturers' attractiveness is classified into numerous categories, including performance, language style, humor, and interaction with their students.

Numerous studies have examined lecturer talk and motivation strategies, including a study of teacher talk in interactions in English classes in China (Liu Yanfen; Zhao Yuqin, 2010). Which is focuses on how teachers communicate and the interactions between teachers and students. And the way teachers speak has a direct effect on how interactions occur. In another previous research teacher motivation strategies, student perceptions, student motivation, and English achievement in Catalonia, Spain(Liu Yanfen; Zhao Yuqin, 2010). The purpose of this research was to examine language teaching strategies as reported by teachers and students, as well as their impact on student's motivation.(Bernaus & Gardner, 2008) The research investigated the same core about an analysis of lecturer talk during teaching and learning process of English as a foreign language(Liu Yanfen; Zhao Yuqin, 2010). This research focused on types of lecturers talk during the teaching and learning process at an English Education Department in University in Malang. Siti Jubaidah and Risfandi's research examined teacher talk in terms of the types of teacher talk used, and in this study did not mention the impact of teacher talk on students' learning motivation (Jubaidah & Rusfandi, 2020a).

To fill the gap, it is possible to conclude that the problem in this study is a lack of student responses in the classroom. The influenced of the lecturer talk used has an impact on student learning motivation in the EFL classroom. Based on the problem above, the research focused on two objectives. First, the types of lecturers talk used by male lecturers in EFL Classroom. Second, the impacts of male lecturers talk on female students' learning motivation.

In today's era, students really need motivation from teachers and parents. Not a few students became less interested in learning due to the pandemic era that hit education so that it was hampered. Therefore, the motivation obtained by students in the classroom from the lecturer plays an important role in increasing learning intentions. This research focuses on the discussion of male lecturers who play an important role in the classroom on the learning motivation of female students. It needs to be investigated because student learning motivation comes from anywhere and factors that often arise are the role of the teacher who teaches in the classroom and what language is used. This case needs to be investigated to prove whether there is a connection or impact toward female students in English class.

METHOD

This study was applied a descriptive qualitative design. The descriptive analysis only describes a variable related to the problem under study without questioning the relationship between variables (Sanapiah, 1992). The study design of descriptive qualitative was suitable to apply in the lecturer talk toward the female students' learning motivation. It was also to explore the study focuses on the types of lecturers talk use by the male lecturer and the impact on female students' learning motivation. In general, primary data was data that has been collected specifically for the existing study problem, using the most appropriate procedure for the study problem (Hox & Boeije, 2005). The primary data sources for this study were male English lecturers and female students from the sixth semester, who served as the study's primary participants. This study relied on written materials such as writing journals to gather information about student responses to the use of lecturer talk by lecturers in the classroom, which was conducted by the researcher.

This study was conducted at Tadris English study program at Faculty of Tarbiyah in IAIN Fattahul Muluk Papua at Waena, Jayapura. The participants of this study are 3 male English lecturers and 8 female English students from 6th semester of Tadris English study program. The research site was chosen by the researcher because the samples collected were relevant to the case. The *Tadris* English study program has only 3 male lecturers. Data collection techniques are carried out by observation and interviews. The observations were taken place in the Tarbiyah Faculty building, in the 6th semester of Tadris English study program. Researcher has interviewed 3 male lecturers and 8 female students of Tadris English study program. The interview design that has been used is semi-structured interviews, using prepared interview questions and open-ended questions. Because, semi-structured interviews are more flexible.

Analysis was defined from these three activities, namely data reduction, data display, and conclusion. In this study, researcher used Miles and Huberman's theory to analyze the data (Miles & Huberman, 1994). During data reduction, researcher was collected observational data via video recordings and interview data via voice recordings. Researcher was examined and classified the recorded material after it has been analyzed and listened to. After listening to the recordings and analyzing the data in the data reduction stage, the researcher described the data with a display in the form of several extracts. Extract is obtained from the results of observations and interviews while in class, the results of the video recording data was been

transformed in the form of conversation results and was been carried out in the data display. In the drawing conclusion stage, the researcher explained in more detail about the Extract in the data display. This stage is the final stage in data collection.

FINDINGS AND DISCUSSION

Findings

Types of Lecturers Talk Used by Male Lecturers in EFL Classroom

In the EFL classroom, the process of teaching learning cannot be separated from communication between lecturers and students, the language of the lecturers in the class is very influential on the continuity of learning. Based on observation result, male lecturers at IAIN Fattahul Muluk Papua used the types of lecturers talk in the EFL classroom during the teaching learning process. Types of lecturers' talk are divided into 7 types including: dealing with feelings, praises or encourages, ask questions, using idea of student, gives information or correct, gives direction, and criticized student behavior. Of these 7 types only 6 types appear, namely dealing with feelings, praises or encourages, ask questions, using idea of student, gives information or correct, and gives direction. In which lecturers talk identified the utterance that produced by the lecturers during the teaching learning process.

Dealing with Feeling

Dealing with Feeling is the type used by lecturers when starting or opening lessons. Not only that, this type of dealing with feeling also often happens because that way the lecturers communicates and interacts with their students. In the EFL classroom, in the sixth semester of student English Education, the types of dealing with feelings appear and are used by male English lecturers. Lecturers build good relations with their students by giving greeting, asking how their students are to make sure they are okay. As well as reminding their students not to be late in sending assignments and always providing support to them when making presentations.

Extract I

L :	<i>Assalamulaikum</i> Wr. Wb class. How are you today?
SS	I'm fine sir. <i>Alhamdulillah</i> sir.
:	I'm so sorry for being late today to come to this class, while it's still the
L :	month of Shawwal, I personally say <i>Minal Aidzin Wal Faidzin</i>, sorry to be born and in the heart, may our sins be forgiven by Allah SWT. <i>Amin, rabbalalamin.</i>

Based on extracts above, this dealing with feelings type is used by all male lecturers who teach in the sixth semester, as said by L and SS. It turns out that dealing with feelings builds good communication and interaction between students and lecturers. This is evidenced from extracts I. In Extract I it is explained how L apologizes for being late in coming to class, and say *minalaidinwalfaidzin* to appreciate the month of *syawal*.

Praises or Encourages

Praises or encourages is the type that lecturers use when praising their students in class. The lecturer gave an appreciation in the form of a word of affirmation. In the EFL classroom, the type of praises or encourages appears and is used by almost all male English lecturers. Lecturers give appreciation to their students by giving sentences such as praises for appreciating the result and the effort their students have made in the classroom.

Extract II

S1 : That's all of our presentation, if there is something wrong, please forgive
 S2 : us. *Assalamualaikum. Wr. Wb.*
 L : That's the presentation of group 7 hopefully what they convey can be
 useful for us. Then I returned it to the lecturer.
 SS: **Thank you Moderator, and thank you for group 7. Gives applause to
 group 7. *applause***

Based on the extracts above, the types praises or encourages are used by almost all male lecturers who teach in the sixth semester, this is evidenced by the three extracts above. In Extract II it is stated that L says thank you to moderator and thank you to group 7, and then applauds because they did their job very well.

Ask Questions

Ask Questions are the type that lecturers often use when in class. In the EFL class, this type of lecturers talk Ask Question is often used by male English lecturers, because the lecturer asks something to students with the aim of getting an answer, and also to test the extent of their understanding and memory of the learning being taught at that time. Male lecturers ask questions about the subject he taught, or ask other general material.

Extract III

L :	You use the Hachinson 1887 technique, is this qualitative or quantitative analysis technique?
S7:	Quantitative sir
L :	Are there stages? or? What are the stages of analysis described by Hachinson? Can be explained?
S7:	Yes sir. But the references I found were only 3 parts
L :	What's that?
S7:	Needs, Wants, and Difficulties
L :	Can it be used as an analysis guide? Can these three be used to benchmark your analysis?
S7:	It relates to the research question, but my questionnaire is quoting from a previous researcher, sir.

Based on the extracts above, it was explained that the lecturer gave questions to his students with the aim of testing his students' abilities and memory, this was evidenced by the existence of Extract III, In Extract III it is explained that L asked the theory used by S7 at that time, because L felt lacking in the results of S7's assignment, therefore L asked S7 regarding the results of his study.

Uses Idea of Student

In sixth semester classroom, the type using idea of student is the type that is not used too much by male English lecturers. Using Idea of Student is a form of lecturer's trust in the decisions of his students. Generally, lecturers in the class have their own rules and some lecturers sometimes don't want to be controlled by their students.

Extract IV

L :	For group 2, since my clock is already 11 o'clock, I only need 1 person and I want other than Monday, what day can we meet again for you to continue your presentation?
SS:	Friday only sir after Friday prayer
L :	Up to you. Whenever you want, even on Monday you can
SS:	It's only Friday, sir, after the prayer, the time is right, sir.
L :	Ok. I'll inform you, on Friday there will be groups of 2 and 3 people and will continue with group 3.

Based on the extracts above, it is explained that lecturers give freedom to express opinions and give full decisions to their students, this is evidenced by choosing the right day for presentations, lecturers make decisions from students because the suggestions given are good and reasonable.

Gives Information or Correct

Gives information or correct is the type most often occurs by lecturers in classroom interactions. Gives information is the most important part in the teaching and learning process because all the information that is being conveyed to students. In teaching, teacher providing information based on facts can be another input for students' understanding in the future.

Extract V

L :	Then in the discussion section, it can be explained in more detail, what kind of politeness strategy is used by the government during a pandemic, and it can be compared with previous studies used by public figures, it doesn't always have to be with the government, we can take podcast recordings and can be compared. Do you
S6:	understand Kurnia?
L :	Understand sir.
S6:	Ok. I think enough, thank you Kurnia
	Thank you sir.

Based on the extract above, it is explained that the lecturer provides information to students in the class during the learning process.

Gives Directions

The giving direction was mostly used by the lecturers in teaching learning process, this happened when the lecturers started the classroom and asked to learner, to make some example after the lecturers explained the material and to make learner did and submitted their task the reason was mostly because the lecturers focused on the lesson and tried to make learners understand with the explanation about the lesson, and the learner were nice they followed all the lecturers' direction and do the lesson activity by themselves, the lecturers also will repeat if she found out the learner did not understand about long direction in doing activity.

Extract VI

S1 :	Maybe sir can explain again how to present it sir? how to explain abstract and others
L :	So about the procedure of research presentation I think it has discuss in a previous meeting, but the systematically in start from your power point and then you have to explain, from background, next until presentation conclusion and then abstract. I will give you some comments some suggestions, your article and your power point on your performance today.

Based on the extract above, it is explained that the lecturer gives detailed directions to his students so that they are not misguided and there are no misunderstandings, this is evidenced by the extract above. For extract VI, L explained the directions about the order of presentations that students had to do later, here L said to start the presentation from the background and end by reading their abstract.

The Impact of Male Lecturers Talk on Female Students' Learning Motivation

In this session, the researcher grouped subtopics about the influence of lecturer talk on the motivation of female students after the interview process, researcher also uses interview questions related to the factors behind the motivation of students to learn, while the transcript of the students' responses including:

Intrinsic Motivation

- Easy-to-Understand

First form of the impact of male lecturers talk to student motivation in learning EFL is easy to understand. The language of male lecturers who are light and not long-winded will make it easier for students to learn the material in class. According to the following information from student (ARDS)

Extract VII

<p><i>"Bisa paham sih, kan kita ngerti apa yang dibicarakan, soalnya bicaranyakan simple gitu, lebih gampang di mengerti kak"</i> (... "I can understand, because we understand what is being said, because the conversation is simple, it's easier to understand") (ARDS)</p>
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Information from the participants above clarified that the language used by male English lecturers at IAIN Fattahul Muluk Papua, especially in the 6th semester class is easy to understand. Due to the ARDS statement in Extract VII, she said that the lecturer in the class used simple and easy-to-understand language, and she understood what the lecturer was talking about when teaching in class.

Extrinsic Motivation

- The desire to study the material voluntarily

The second form of the impact of male lecturer talks on student motivation in learning EFL is the desire to study the material voluntarily. This is a form of self-motivation in the concept of avoiding negative things that will envelop. The language of male lecturers in the sixth

semester of this semester affects the form of students' interjection motivation, such as statements from students (NFQ).

Extract VIII

"Menurut saya kalau untuk anak-anak yang suka belajar pasti termotivasi, tapi kalau mereka yang lambat paham akan jadi tekanan bagi mereka" (... "I think that those who like to learn must be motivated, but if they are slow to understand it will be pressure for them") (NFQ)

Based on the explanations from the NFQ students, students in the extracts above, it is explained that the male English lecturer in semester 6 influences motivation towards the negative impacts that will occur. In Extract VIII, student (NFQ) said that the male lecturer in the class made him motivated; if he was not motivated he would feel pressure when studying in the class.

- Be Responsible

Be responsible is a form of motivation that feels they have to learn to meet demands from outside themselves. The language of male lecturers in the sixth semester of this semester affects the learning styles of female students in the concept of responsibilities in classroom. As stated by the student (ASP).

Extract IX

"Saya termotivasi untuk tanggung jawab sama tugas dan termotivasi untuk berbicara di depan" (... "I am motivated to take responsibility with assignments and motivated to speak in front of the class") (ASP)

Based on the explanation from the participants above, it is clarified that male English lecturers in the class affect their external regulation motivation. this is evidenced by the explanation from the student (asp) in extract ix, in Extract IX the student (ASP) says that she is motivated to learn because there is a demand for responsibility by the assigned task, and must speak in front of the presentation.

- Good Relation with the Lecturer

Fourth form of the impact male lecturers' talk to student motivation in learning EFL is a good connection with the lecturer. A good lecturer's language and liked by his students in the classroom makes the relationship between lecturers and students also good. Lecturers with a

language that is not long-winded and not accompanied by an arrogant tone can also increase students' learning motivation. According to the following information from student (IRN)

Extract X

"Enaknyatu sama sir kita dikasih contoh banyak sekali dan dijelasin dengan cara yang enak, sir juga gak bertele tele menjelaskan materinya jadi masuk ke otak langsung langsung juga" (... "It's good, we give a lot of examples and explain well, also don't carelessly explain the material so that it goes straight to the brain") (IRN)

Based on the information from the participants above, it is explained that the male English lecturer who teaches in the sixth semester class uses nice language and gives a good impression to his students. As stated by student (IRN) in Extract X, student (IRN) said that the lecturer in the class always gave many examples of explanations, and the lecturer did not use long-winded language.

Discussion

Types of Lecturers Talk Used by Male Lecturers in EFL Classroom

The type of lecture talk used by male lecturers during the EFL teaching process is the first objective of this study. Where male lecturers while carrying out EFL teaching were found to apply 6 types of lecture talks. For example, dealing with feelings, praising or encouraging, asking questions, using student ideas, giving information or correcting, and giving direction. The six types are used according to the needs of male lecturers-man who uses it. However, in conveying material to students, male lecturers have used various types of lecture talks in order to create an effective learning process.

The presence of the use of several types of lecturer talk by male EFL lecturers is evidence of creativity in creating a process of communication and interaction with students during the learning process. The creative form of male EFL lecturers is reflected in the production of lecture talk types that are used as deal with feelings. It was found that dealing with feelings is a way for lecturers to initiate interactions with students in class. This also serves as information that EFL lecturers in Papua through the type of deal with feelings can build good relationships with students. Lecturers create communicative relationships by giving advice and remind collection of assignments in a timely manner. Besides that, praises and encourages are part of the type of lecturer talk in the form of appreciation for the results of paper presentations that have been presented in class(Khusnaini, 2019). Furthermore, male EFL

lecturers also produce types of ask questions with the intention of reflecting on the level of student understanding of the material that has been explained during teaching. Apart from reflecting through a question, male EFL lecturers in organizing the teaching process use student ideas. With this idea, students are believed to be a trigger for the process of creating a communal class situation active and responsive. The use of student ideas is also a form of lecturer appreciation for students. Furthermore, male EFL lecturers also provide information or confirm everything to students during class. Then after being confirmed, the lecturer can give instructions to students both regarding instructions regarding assignments, as well as instructions other than learning.

The use of the type of lecture talk produced by male EFL lecturers has had an impact on the EFL learning process in the classroom. As with the use of the six types of lecturer talk, dealing with feelings, praising or encouraging, asking questions, using student ideas, giving information or correcting, and giving direction. The used of six types gives instructions as well as space for students to be more responsive to the learning process. Students become more focused in following all the instructions given by the lecturer. All information obtained in the learning process can be clearer through the type gives information and correct that is used by the lecturer. Thus, the lecture talks produced by EFL lecturers are able to become evaluators as well as oversee the teaching and learning process in EFL classes.

This study presents various findings regarding the type of lecture talk used by male EFL lecturers in an EFL class. This study found that there were six lecture talks that EFL tended to use male lectures in Papua. The six types of lecturer talk that have been produced by male EFL lecturers, one can find the type to provide information and justify the information as the type most frequently used. Until you can it is understood that male EFL lecturers during the teaching process tend to start by giving information or ensure information to students. Consistent with the findings of this study, (Jubaidah & Rusfandi, 2020b) found that there were various differences type lecturer talk used by male lecturers based on type the students they teach. In contrast to previous research by Chairina Nasir, regarding teacher talk in EFL interactions in Aceh (Nasir et al., 2019b). In fact, Chairina's research is that the type of information provided is not very prominent and is used by lecturers at the Department of English Language Education, Syiah Kuala University, Banda Aceh (Nasir et al., 2019b).

Besides that, Tsegaye (2014) provided different information that male lecturers talk dominated students during EFL classes.

Whereas (Ariffin et al., 2021) found that lecturers apply nine strategies to maintain students remain active in class. This study also found that the type of conversation such as deals with feelings used by male lecturers in Papua were also found during EFL teaching in different contexts. As (Sari et al., 2018) the dealing with feeling type appears and is used by the teacher when teaching in class. As this study found, the praises or encouragement used by male EFL lecturers in Papua are also used by lecturers elsewhere when responding to students who have made good presentations (Khusnaini, 2019). Apart from praising, male EFL lecturers in Papua use the type of asking questions with various purposes, both evaluating students' understanding and asking questions about something else. And the type of asking this question is the dominant type used by lecturers in a class education earlier (Huriyah & Agustiani, 2018). In (Sofyan & Mahmud, 2014), it turns out that this type of lecturer talk uses student ideas that have been further studied and elaborated into 4 parts, namely clarifying, interpreting, and summarizing and repeating. Thus male EFL lecturers in carrying out teaching in EFL classes show various abilities in presenting various types of lecturer talks and contributing. It is certainly hoped that this will become an appropriate reference for other EFL lecturers to be more interactive in carrying out teaching.

The Impact of Male Lecturers Talk on Female Students' Learning Motivation

The impact of male lecturers' lecture talks actually had an impact on female students' learning motivation. This is the information found from the second objective of this paper. Where the findings inform that there are two motivations from female students who are influenced by the lecture talks used by male lecturers. The lecture talks from male lecturers have an impact on the intrinsic and extrinsic motivation of female students. Intrinsic motivation contains the ease in understanding the explanations used by male lecturers. Apart from that, the lecture talks of male lecturers also affect the extrinsic motivation of female students. Extrinsic motivation includes feelings of volunteering in learning material delivered by male lecturers, a sense of responsibility for the assignments given, and the creation of a good relationship with the lecturer. Thus, the use of lecture talk by male lecturers is understood to be very important for

production. So that it can also provide a good quality impact on the motivation that students have during English classes.

Lecture talk male lecturers influence student motivation in terms of intrinsic and extrinsic. However, the language used by male lecturers makes it easy for female students to understand the lecturer's explanation. Regardless of gender, departing from the phenomenon that occurs that the language of male lecturers has a significant influence on the intrinsic motivation of female students. Not only that, female students acknowledged that the language used by male lecturers made them aware of their duties. This raises a voluntary attitude from students towards what is instructed by the lecturer during the process of teaching English. The voluntary attitude raised by female students is at the same time a reflection that the language used by male lecturers is able to create a sense of responsibility. The responsibilities possessed by students are reflected in consistency with assigned class assignments and regulations. In addition, a good relationship between male lecturers and students is created as a result of the language used by male lecturers in the process of teaching English. The creation of good relationships makes students more enthusiastic while attending English classes.

This study provides an affirmation that the use of language used by male lecturers in English classes has a negative impact intrinsic and extrinsic to the motivation of female students. intrinsically, Student motivation can be seen in the ease in understanding the material. In line with this, intrinsic learning motivation is influenced by verbal interactions from male and female lecturers (Jurik et al., 2014), and the habits of male and female lecturers have an impact on intrinsic learning motivation (Noori et al., 2020). However, (Hoffmann, 2007) found that instructor gender plays only a minor role in determining college student achievement, suggesting that male and female lecturers have a small impact on students' learning motivation. (Appiah & Agbelevor, 2015) found that students rated male lecturers as having positive impacts on learning, while female lecturers were rated higher on class participation, but this is not directly relevant to our study question. In (Ramdani, 2019) also states that the language of the lecturers in class is simple and easy to understand. Likewise, the communication used by lecturers in class must be simplified to be effective between lecturers and students (Ramdani, 2019). In addition, it was found that the language used by male lecturers had an impact on

extrinsic learning motivation in the form of a feeling of volunteering to follow the material. It was also stated that volunteerism is a result of the lecturer's language which makes students do so that unwanted things don't happen (Halim, 2021). In contrast to the study (Sofeny, 2017), some students said that the impact of the lecturer's talk on them could also increase their anxiety and concern about their grades and responsibilities towards lectures. However, the results of this study show that Papuan students' sense of responsibility is the result of the language used by male lecturers. As well as creating a good relationship between students and lecturers because of the impact of the language used by male lecturers during English class. As lecturers use appropriate feedback during the teaching and learning process, this can create a harmonious atmosphere in class interaction, when students have the perception that referential questions it is more important to improve students' ability in English and teachers also use it. Often in the classroom, interactions between teachers and students or students and students seem harmonious (Sofeny, 2017).

Lecture talk from male lecturers on female students' learning motivation is a trigger for the effectiveness of the learning process. Various types of teaching languages are used by male lecturers to give birth to various effects on the learning motivation of female students. Female students easily understand material, have a sense of volunteering in participating in the learning process, students are more responsible for their obligations, and a harmonious relationship is created between lecturers. This clarifies the consequences that cause the use of the language of male lecturers to receive more attention. Because the concept of using lecture talk is very important for students in following a series of English classes. Thus, the use of lecture talk for male lecturers who produced during English class need an action plan on an action control learning practices to help students enjoy the learning process more. And through the results of this study it is hoped that it can become a guide as well as a reference for both female and male teachers in teaching students of different genders.

CONCLUSION

The result regarding the male lecturers talk toward the female students' learning motivation shows that lecturers talk by male lecturers have a very significant impact on the learning motivation of female students. Male English lecturers have used types of lecturers talk, from 7 types of lecturers talk using FIAC (Flanders Interaction Analysis Categories) there are 6 types

that appear, including: dealing with feeling, praises or encourages, uses idea of student, ask questions, gives information or correct, and finally gives direction, the type most frequently used by male English lecturers who teach in the sixth semester is the gives information or correct type, and the tie that is rarely used by male lecturers is the uses idea of student type.

To answer the second research question, namely the impact of male lecturers talk on female students, it is proven that the language of male lecturers who teach in the sixth semester has a great impact on students' learning motivation, especially female students. Understood by students, students volunteer to take action against the lecturer, students become more responsible for their assignments, and students can build good relationships with lecturers as lecturers and students. This is evidenced by the results of interviews conducted with 6th semester female students of the 8 student interviewed on average, they said that the language of the male lecturers who taught their class was very motivating for them from both intrinsic and extrinsic, but from the many utterances that existed, the impact tends to be frequent called coming from extrinsic students or can be called extrinsic motivation.

However, in this study there are still many study limitations that researcher cannot follow up, the lack of male English lecturer participants in the IAIN Fattahul Muluk Papua caused researcher to lack study data, which researcher should be able to examine not only male lecturers from English but also lecturers from other majors. In addition, it is difficult to reference journals or websites that discuss the impact of the influence of male lecturers' language on students' learning motivation. Therefore, it is difficult for researcher to collect references from previous studies for this study, which should be presented in more journals or articles that discuss the motivational impact of lecturers talk, especially male lecturers in more detail.

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