

Motivational Quotes from Teacher Junior High School in Indonesia during Online Learning

Imro'atus Sholihah

Faculty of Letter, State University of Malang, East Java, Indonesia.

Dawud

Faculty of Letter, State University of Malang, East Java, Indonesia.

Suparno

Faculty of Letter, State University of Malang, East Java, Indonesia.

Nur Hadi

Faculty of Letter, State University of Malang, East Java, Indonesia.

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Abstract

Covid 19 has an impact on the implementation of traditional-based learning. Pavlov and Albert Bandura's traditional Behavioristic learning was directly impacted. This study was to take data triangulation between teachers, students, and the achievement of meaning using the Lyn Richard qualification model classification. Found decline delivery the meaning of the words motivation of teachers to students segmented new students, active students, and students who before end study. There is consistently a decrease in teacher focus which can be analyzed from the delivery of meaning as much as 37.9%. For the time during online learning to be efficient, this traditional Behavioristic learning model must be revised immediately.

Keywords

Motivational Quote Teacher, Education-based Online, Meaning Word.

Introduction

The learning process cannot be separated from the duties and roles of teachers as well as students. Each of them has a position according to their duties and roles (Hughes, 2005). These tasks and roles complement each other during the learning process. Neither party has a bigger role because both are in the same direction and goal in achieving learning outcomes. In learning activities, the teacher is a very important component in the

implementation of learning. Besides, teachers have to manage learning activities so that learning can take place more effectively.

The teacher's job is as a professional who plans and implements the learning process, assesses learning outcomes, conducts guidance and training, and conducts research and community service (Stein et al., 1999). The teacher plays an important role in the learning process. The function and position of the teacher in the classroom cannot be replaced by other media such as television, the internet, and others. In the learning process, the teacher serves as a learning director, facilitator, and motivator. As a director, the teacher is in charge of teaching, guiding, and directing to achieve learning goals. As a facilitator, the teacher makes learning easier for students. As a motivator, the teacher is in charge of guiding and motivating and directing students to be better and be able to achieve learning goals (Hanus & Fox, 2015).

The teacher is a profession that requires special skills. One of the abilities a teacher must have is to be able to communicate well. A teacher must also have the ability to educate, teach and train. The ability to educate leads to the development of life values. Teaching ability leads to continuing and developing science and technology. Then the ability to train leads to the development of skills that students have.

The quality of teachers needed are those who have concern for humanity, are full of dedication to increasing knowledge and skills. The teacher acts as a facilitator in learning activities. Therefore, teachers must be able to use appropriate language (lingual speech) and expressions to become good facilitators following the context. In line with the statements above, one form of developing the skills of students and continuing and developing science and technology is to use language acts in classroom learning. Follow-language is a speech that is used to preach about the particular circumstances with speaking utterances - utterances of certain anyway (Husman & Lens, 1999).

Van Dijk (1997), suggests that discourse is a series of speech that connects with the proposition one another to form a single unit. Based on this, it is clear that an understanding of discourse requires a deep understanding of speech in all its aspects. According to Djajasudarma (2012) discourse is the most complete language unit, in hierarchy grammatical is the highest or largest grammatical unit. Regarding this statement, discourse is the language unit with the most complex constituent elements.

Discourse is a language unit above the level of speech that is used to communicate in a social context. The language unit can be in the form of a series of utterances or utterances.

Discourse can be spoken or written and can be transactional or interactional. In oral communication, discourse as a communication process can be seen between greeters and greeters, while in written communication, discourse can be seen from the results of expressing the greeter's ideas/ideas. Disciplines that study discourse are called discourse analysis. Discourse analysis is a study that examines or analyzes the language used naturally, both in written and spoken form.

Based on communication channels, discourse can be divided into two, namely oral discourse and written discourse. Oral discourse is a series of utterances in the form of spoken language, while written discourse is text in the form of a series of utterances that use a variety of written languages. The form of oral discourse includes conversations, live radio or TV broadcasts, lectures, etc., while the form of written discourse includes books, newspapers, articles, papers, and so on.

Based on the above statement, the interactions in the classroom carried out by the teacher and students are an oral discourse. According to Sinclair and Coulthard, the ranking structure of interaction discourse in class starts with lessons, transactions, exchanges, movements, and actions. Learning in this structure is the largest structure in teaching and learning interactions. A lesson consists of several transactions that include an opening, a core, and a closing. Transactions consist of several exchanges, namely initiation, response, and feedback. An exchange consists of several motions and motion consist of several actions. Action is a ranking structure of the smallest. After that, Coulthard (2014), eliminates the biggest ranking that is not structured, namely lessons. Therefore, the elements of the transaction, exchange, movement, and action are components of discourse.

Based on the discourse-forming components above, Sinclair and Coulthard distinguished three acts including discourse, situational, and grammatical categories. In the discourse category, acts consist of informative acts, eliciting acts, and directive acts. In the situational category, actions consist of statements, questions, and commands. Meanwhile, in the grammatical category, acts include declarative, interrogative, and imperative. While the types of actions in the class discourse include: markers, introduction, fishing, notification, information, encouragement/motivation, hints, signals, offers, appointments, recognition, retaliation, reactions, comments, approval, evaluation, silent pressure, conclusions, rounds, and side. Concerning these types of acts, the focus in this study refers to acts of encouragement/motivation.

Research of speech motivational teacher needs to be done to look at the characteristics of language teachers textually describes the use of the social and cultural, scientific phenomena and social, and the teacher's position concerning the knowledge to complete the function of language and the effort to achieve the goal of learning which would involve the use of language in the form of speech. Based on the research context that has been stated, there are three focuses in this study, namely: (1) kinds of motivational speech, (2) the meaning of motivational speech, and (3) constructs of motivational speech. The first focus of this research is various kinds of motivational speech, which explain various kinds of motivational speech. The second focus is the meaning of speech, which discusses the meaning of motivational speech. The third focus of this study is about the construct of motivational speech, in this case, it discusses the structure of motivation which has high implications.

Method

This research using an ethnographic approach. Communication ethnography is a research approach that examines speech acts in speech communities, speech events, speech situations, and settings. This study examines the speech acts of teachers interacting with students in classroom learning. The speech acts in this study are teacher motivational speech which is analyzed based on variety, content, structure, and diction.

The research data is in the form of teacher motivational speech in classroom discourse. Regarding the research focus, the motivational speech used by the teacher has been transcribed in the form of a written text and indicated as a motivational speech. To clarify the data related to the teacher's motivational speech, field notes are needed to describe the situation or context of the speech taking place. The field note data contains the speech acts of teachers in online classrooms and speech situations that occur in online classrooms.

Data collection was carried out by (1) creating research instruments and (2) carrying out the data collection process. The research instrument was made to make it easier for researchers to collect data to conclude data. Therefore, researchers equip themselves with methodological theories as a general guide in data collection and data analysis. Besides, this researcher also used a tool to record teacher motivational speech in online classroom interactions. Another tool in this research is a set of writing tools to record various contexts of speech events so that speech can be understood and the meaning is following the context. Also, in the form of observation and interview guides for data collection, while for data analysis in the form of data analysis guidelines that are used as benchmarks in analyzing data.

The way of collecting data in this research is recording, observing, and interviewing. First, recording, a recording technique using an application that is carried out to obtain teacher motivational speech data when interacting with students in online classes. This recording technique can be said to be the dominating technique in data collection. Therefore, this recording technique greatly determines the results and findings of this study. Second, Observation, observation activities are carried out by observing each context of speech events to understand motivational speech that occurs in online classes. Besides, the researcher only observes and records the necessary context without being involved in the speech event. The context of speech events is used to make it easier to interpret and describe/explain data when performing data analysis. Third, interviews, this interview is conducted to obtain data related to motivational speech that is not observed at the time of observation. Besides, this activity aims to explore the data from the dubious results of recordings and observations, especially lingual speech which is the research study. Interviews were conducted by interviewing teachers who were the source of the data in this study.

This data analysis was carried out by collecting data, selecting data, presenting data, and concluding / verification. Theoretically, the data analysis uses an interactive model, which is following the social context of in-class interactions. Interactive data analysis includes data collection, data selection, data presentation, and conclusion (verification) by utilizing triangulation as a technique to check the validity of research findings. S after the data is collected, the next step is to analyze the data to find out the results of the object being studied. These problems include motivational speech in the form of various teacher motivation speeches, the content/meaning of teacher motivational speeches, and constructs of teacher motivational speech in online classes

Briefly and procedurally according to the scheme above, data analysis was carried out from the beginning of the study until the data collection was complete. The stages of data analysis in this study went through four stages, including (a) data collection, (b) data coding, (c) data presentation, and (d) conclusion/verification. The explanation is as follows.

First, data collection is carried out through recording teacher speeches, observing learning activities in online classes, and interviewing teachers. Second, data coding starts from data collection in the field then coding based on the focus of the research until it's finished. The data of this research are in the form of teacher motivational speech and the context obtained from the transcription of recordings, field notes, and carefully read interview results. From these data, the process of selecting and coding data is carried out.

Data that is classified as a research study will be selected for review, while data that is not suitable for the research study will not be used. Based on this, 1) data identification will be carried out, the data that has been selected will be identified according to the criteria, namely: identifying the types of teacher motivational speech in online classroom discourse, identifying the content/meaning of teacher motivational speech in online classroom discourse, and identifying teacher speech constructs in online class discourse. The data that has been identified is then coded. 2) data classification, data classification is done by grouping data that has been coded based on the research focus, namely: (a) types of motivational speech, (b) motivational speech content, and (c) constructs of motivational speech. The three categories are included in the data presentation table. 3) Description of data, data that has been identified and classified and then described as the result of the analysis. Third, data presentation. At the data presentation stage, three stages were carried out, namely: inputting data codes, creating tables, and selecting examples of motivational speeches. Fourth, data conclusion and verification, at the data conclusion stage, is done by formulating the results of the interpretation of the table concisely and clearly. This formulation focuses on the study under study, namely the variety of motivational speech, the content/meaning of motivational speech, and the constructs of motivational speech used by teachers in online classroom discourse. To make sure that the conclusions are correct and clear, verification is also necessary.

Fifth, checking the validity of the data, to obtain the expected research results, it is necessary to check the data from the research results. The steps to obtain data under the focus of the problem are carried out by (a) persistence of observations, the persistence of observations to find data in situations that are relevant to the problem that is the focus of the study. The persistence of observations in this study shows the seriousness in selecting data based on variations in the appearance of each research focus to be identified and classified. (b) examinations with peers, colleagues who are of the same profession and have the ability in the field of discourse are invited to discuss by exposing the provisional results or the results of the analysis obtained. This activity is carried out so that the results of data analysis can truly be accounted for their accuracy.

The results of this study have theoretical and practical uses. Theoretically, this study is expected to contribute to research on the use of language in classroom discourse. Practically, this research is expected to contribute to the learning field, especially the way the teacher speaks in motivating students to achieve learning goals. In this case, the teacher can consider, select, and use motivational speech both in terms of variety, meaning, and construct.

The scope of this research is the use of language in online learning classroom discourse. This study observes the speech produced by the teacher. The teacher's speech is a speech that is used to motivate students to achieve learning goals. This study has limitations on data sources and loci. The data source is indicated to be limited to collecting data on the speech of teachers in online classroom learning.

Findings

Based on the results of data mining, speech data found that teacher motivation researchers classified into speech motivational shaped teacher utterances motivation directly, speech motivation indirectly, and the narrative style of teacher motivation.

Utterances Direct Motivation

The classification of motivational speech in the category of direct motivational speech in this study found data: motivation contains invitations, motivation contains suggestions, motivation for students to rise, motivation contains hope, motivation contains inference, motivation contains beliefs, motivation contains literal messages, motivation related to the Covid pandemic, motivation for students not to give up, motivation containing the teacher's paradigm, motivation containing instructions, motivation containing praise, and motivation containing examples.

Motivation Contains Invitations

Motivational speech containing a direct invitation is a speech that states someone's invitation to the person being spoken to directly to do something together. Invitation motivation speech, among others, is indicated by the use of the words let's or come on.

Motivation Contains Suggestions

Motivational speech containing direct suggestions is a speech that states someone's appeal to the person being spoken to directly to do something. Some of the motivational speech suggestions are indicated by the use of the word should continue, so, or should be.

Motivation for Students to Awaken

Motivational speech containing a statement so that students raise is a speech that encourages the person being spoken to do something. Motivational speech to arouse, among others, is marked by the use of the words sure, fight, get up, and move forward.

Motivation Filled with Hope

Speech motivation of hope is a speech setting out the desired belief in something that would be obtained or an event that will be resulting goodness in the future. Motivational speech contains hope, including using the words try, hope, be better, harder, and don't give up.

Motivation Contains Inference

Speech motivation unbiased inference is a narrative that describes what is to be achieved by someone with specific actions that aim to explain why people make internal or external attribution. This inference motivation speech is characterized by the use of words: give alms, do, have, produce, be serious, strive, study, be diligent, strive, need, make, learn, hold on, and change.

Motivation Contains Literal Messages

Motivational speech containing literal messages means speech that uses motivational words appropriately according to their conventionally accepted meaning or denotation. Motivational speech containing literal messages is characterized by the use of the words spirit, don't, read, know, learn, improve, be diligent, lazy, don't give up, discipline, delay, process, and success.

Motivation Related to the Covid Pandemic

Motivational speech related to the Covid pandemic is a speech that contains motivational expressions related to the Covid 19 pandemic. In this case, it is marked by the use of the words of the Covid 19 pandemic, distance learning, the Covid 19 era, take care of your health, wear a mask, wash your hands, and during a pandemic.

Motivation so that Students Never Give Up

An unyielding motivational speech is a speech in the form of a statement about everything that arouses the organism towards action for the desired goal. These speeches are marked with the words or phrases try, win, be diligent, never give up, keep up the spirit, why be afraid, express them, don't give up easily, and don't give up.

Motivation Contains Teacher Paradigm

Motivational speech containing the teacher's paradigm is a speech that seeks to provide an overview to the audience/students about an event that is used to help guide them in

understanding something. This can be marked by the phrase no human being is stupid, keep learning, if you succeed, and education is the deadliest weapon.

Motivation Contains Command

Command-motivated speech is a speech that contains instructions to a person/student to do something, for example creating, writing, designing, creating, and solving problems. In this case, it is marked by words or phrases take it, do good, practice, increase achievement, pray, do it honestly, keep fighting, take care of your health, study, study harder, stay enthusiastic, improve your learning, dig up information, read a lot, and study diligently.

Motivation Contains Praise

Speech motivation panegyric is speech that is used to maximize the positive effects experienced by a person/student, and also to show the teacher approval and informing students about how academic performance or behavior is conducted following the teacher's expectations. A praise-filled motivational speech is characterized by the use of great, extraordinary, clever, very creative, good, and thumbs up words or phrases.

Motivation Contains Example

An exemplary motivational speech is speech that expresses attitudes, perceived norms, and perceived behavioral control by a person (teacher) to others (students). An exemplary motivational speech is characterized by the use of words/phrases or a habitual attitude, neatly dressed, and giving examples.

Indirect Motivational Speech

The classification of motivational speech in the category of indirect motivation speech in this study found data: motivation contains implied invitations, motivation contains implied suggestions, motivation contains implied ideals, motivation contains implied expectations, motivation contains implied life teachings, motivation contains implied prohibitions, motivation contains metaphor is implied, and motivation contains an implied command. Each data is described below.

Motivation Contains an Implied Call

Invitations in the context of learning can be done indirectly (implied), where students are invited indirectly by the teacher to develop their potential. The motivation for the implied

invitation to this data is characterized by the use of words or phrases: come on, let's try, keep learning, keep up the spirit, keep smiling, stay grateful, take care of your health, let's participate, and by learning. These data are described below.

Motivation Contains Implied Suggestions

Motivational speech containing implied suggestions is speech that indirectly has the intention of naturally avoiding failure so as not to damage academic achievement. Motivational speech contains suggestions including the words, keep up the spirit, study hard, don't forget, then be, don't be easily satisfied, you still have to learn, do your best, learn, keep trying, and keep up the spirit.

Motivation Contains Implicit Ideas

Motivational speech containing implied ideals is a speech that indirectly intends to convey something with very strong reasons to achieve what he wants by doing his current job. The speech of the motivation for ideals is marked by the words reach, become, or crave

Motivation Contains Implied Expectations

Motivational speech containing implied expectations is a speech that indirectly states the result of what someone wants to achieve and the estimate concerned that his action will lead to the result he wants. Speech motivation implicit expectation is marked with the words keep the spirit, more diligent, more active, and do not despair, as represented seen in the speech - speech below.

Motivation Contains Implied Life Teachings

Motivational speech containing implied life teachings is a speech that indirectly contains the virtues of life or existence, in general, that is related to symbolic meaning, ontology, values, goals, ethics, good and bad, free will, the existence of one or several gods, the origin of God. soul, and the afterlife. Speech is evident in the speech - speech following which is characterized by trust, and not only.

Motivation Contains Implied Don'ts

Implicit prohibition motivational speech is a motivational speech that indirectly contains motivation which is stated by the word 'may not' which states that it cannot be touched, said, or done at all. Indirect prohibition motivational speeches are marked with the words

never, don't hesitate, don't ask, don't get bored, don't procrastinate, don't leave, never, don't be afraid, and don't be lazy, as seen in the speech - the following speech.

Motivation Contains Implied Metaphors

An implicit metaphorical motivational speech is a motivational speech that indirectly contains motivation that is conveyed using figures of speech that describes something in other terms that has the quality to be conveyed. This is evident in the speech - speech following marked with the words: dream sky, would be poached scallops, want to be a pearl shell, a passport to the future, reinforced iron, high mountain, and a deadly weapon.

Motivation Contains Implied Commands

Implicit command motivational speech is a motivational speech that indirectly contains instructions to a person/student to do something, for example creating, writing, designing, creating, and solving problems. Speech - the speech was marked with the words: be, dream, must study hard, keep trying, sure, must learn, throw, do not forget, have to win, try to change, to be disciplined, never, learn, be active, to be more get going, try, go past, reach out, and prepare, as the following quotations show.

Teacher's Motivational Narrative Style

Classification of speech motivation in the category of speech motivation narrative style in this study found the data utterance motivation pitched wise narration, narrative motivation short narrative, and narrative motivation narrative contains a saying, that the three described below.

Wise Motivational Narrative

Wise motivational speeches are motivational speeches that contain expressions that reflect the ability to think and act using knowledge, experience, understanding, common sense, and insight. Wise motivational speeches are indicated by words or phrases: study hard, never stop learning, think you can, get better, and learning is planting.

Short Motivational Narrative

A short narrative motivational speech is a speech that contains expressions that explain briefly something that aims to motivate or arouse children's enthusiasm. Many words are a sign that forms the narrative motivation short narrative embodied in the words or phrases that are colored red in the speech - speech below.

Motivational Narrative Contains Sayings

Proverb motivational speech is speech that expresses the truth that is felt based on common sense or experience.

Field of Meaning of Teacher Motivation

The meaning field of teacher motivation is a range of motivation findings based on the classification of the color of the motivational implicature, the achievement of motivation, and the mental field of motivation. In more detail, the field of the meaning of teacher motivation in the data found three categories, namely the color implicature of the meaning of motivation, the delivery of teacher motivation to students, and the meaning of the mental field of motivation. The three categories are described in detail below.

Kind Implicature Meaning of Motivation

Implicature is part of the meaningful motivation that has a hidden purpose attached to it. The implicature of the data has a variety that varies according to the data attributes. In detail and clearly, the color implicature consists of the teacher's sampling of negative subjects, the teacher's modeling of positive subjects, and the teacher's description of metaphorical subjects. In detail and clearly, the findings of implicature weighted data are described in the following table.

Table 1 Field of Meaning of Motivation

Field of Meaning of Motivation	Data Findings	Reference
Field of Meaning of Motivation \ Implicit Weight \ Negative Example	41	37
Field of Meaning of Motivation \ Implicit Weights \ Positive Examples	171	122
Field of Meaning of Motivation \ Implicit Weights \ Full of Metaphors	26	22

From the table 1, it is explained that the findings of data from teacher sampling on positive subjects dominate the data findings, namely as many as 171 data, the next one that follows is teacher sampling on negative subjects found as many as 41 data, then the least data is motivation data. contains 26 metaphors of data. If the three findings of the meaning field of motivation are presented in percentages, the results are described in the following diagram.

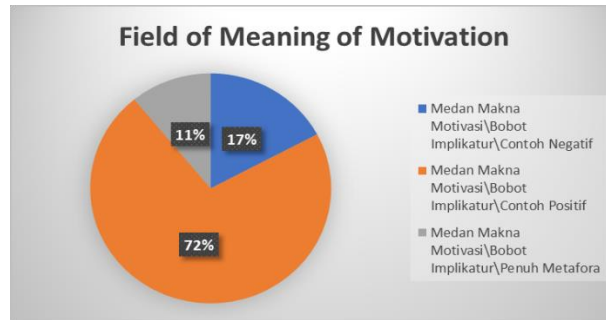


Figure 1 Motivation Meaning

From the figure 1, it is explained that the most data is in the field of motivation meaning based on positive data, this dominates, which is almost three-quarters of the data, with 72% detailed details, then the second data is in the field of motivation meaning based on negative data as much as 17%, and third. The smallest data is 11% adrift, the difference is only 6%, that is, the result of a 17% reduction in positive meaning fields with 11% meaning fields based on metaphorical style writing.

Modeling of Positive Subjects

Positive subject motivational modeling is a model that refers to positive psychology that emphasizes individual strength and personal motivation to encourage learning.

A Sampling of Negative Subjects

The modeling of negative subjects is a grammatical way of coding negative and positive polarity in a verb phrase, clause, or other utterance.

Modeling of Metaphorical Subjects

Exemplary of metaphorical subjects is the giving of examples of the use of words or groups of words not with their true meaning, but as paintings based on similarities or comparisons.

Delivering Teacher Motivation to Students

The achievement of teacher motivation to students is a form of the classification of the meaning field of motivation in terms of the delivery of meaning to students. The correct use of diction, the right conjunctions, and prepositions, the formation of the right negation, will affect the conveyance of meaning to the listener. The achievement of motivation in the data is found in three categories, namely motivation that is conveyed, the motivation that is not conveyed, and motivation whose delivery is hanging. The three categories are described in detail below.

The Motivation Conveyed to Students

Motivation conveyed to students is motivation based on the reasons for action, willingness, and goals conveyed to students.

Motivation Not Conveyed to Students

The motivation that is not conveyed to students is motivation whose theory was created to help clarify fear calls.

The Motivation of which the Meaning of Hanging Students is Delivered

The motivation which means hanging students can be caused by a repetition of a speaker's words or phrases, often for a variable number of repetitions, and can also be due to language disorders.

The Meaning of the Mental Field of Motivation

The meaning of the mental field of motivation is taken from the tone and stress of meaning in the speech which reflects the mental condition of the teacher at the time of the creation of the motivational speech. The meaning of the mental field of motivation is influenced by the teacher's style and daily habits. The meaning of the mental field of motivation in this research data is found in four categories, namely the meaning of assertiveness, the meaning of self-confidence, the meaning of doubt, and the meaning of fear. The four categories are described below.

The Meaning of Teacher Assertiveness

The meaning of teacher assertiveness is obtained from the attitude of teachers who successfully use assertive discipline techniques. The assertive teacher reacts quickly to bad behavior and should not argue with students if the student behaves badly; they must repeat the student's requests or demands without discussion. The following data shows the mental meaning of the assertiveness category.

The Meaning of Teacher Confidence

A teacher's sense of self-confidence arises from a person's appreciation of one's abilities or qualities. The extent to which a teacher is confident enough in his or her ability to promote learning to students. The following data found the mental meaning in the category of self-confidence.

The Meaning of Teacher's Fear

The meaning of fear is the meaning that arises because of emotions caused by perceived danger or threat, which causes physiological changes and eventually changes in behavior, such as running away, hiding, being silent, or being cold from the traumatic event that is felt, and so on. The data found in the mental meaning category of fear are as follows.

Teacher Motivation Constructs

The construct data of teacher motivation are taken from written utterances which contain the majority of writing in negative sentiment as well as the positive sentiment. From the two sentiment models, then they are aligned with the data that reaches the students. Gradually the teacher's motivation construct contains (1) the proportion of negative and positive meaning fields compared to meaning delivery (2) the proportion of negative and positive mental fields compared to meaning delivery, and finally the conclusion (3) the construct formula of teacher motivation is compared with meaning delivery. These three things are described in more detail below.

The proportion of Negative and Positive Meaning Fields compared to Deliverability of Meanings.

Of the 148 respondents, the written motivation data of teachers found 17 data with positive sentiment, 7 data with negative sentiment, and 2 data with the neutral sentiment. The three data groups are described in the following table 2.

Table 2 Proportion of Fields with Negative and Positive Meanings

Name	Positive	Negative
AML	35.86%	0.00%
USP	10.03%	0.00%
AR	45.74%	0.00%
RSP	11.75%	0.00%
CI	32.94%	0.00%
DHS	50.00%	0.00%
DMF	25.59%	0.00%
MMA	42.04%	0.00%
ASAMA	50.00%	0.00%
RK	50.00%	0.00%
NK	38.70%	11.17%
SMP	25.46%	0.00%
SM	13.99%	16.79%
IJ	17.45%	9.55%
TNSS	37.50%	37.50%
SP	50.00%	0.00%
MQS	12.87%	28.06%
ZMP	8.46%	14.67%
FHSPG	27.36%	27.36%
SA	36.22%	0.00%
ASP	50.00%	0.00%
KSI	49.76%	0.00%
SHSP	48.43%	0.00%
ESP	12.80%	0.00%
SA	8.74%	0.00%
N	50.00%	0.00%
DRH	0.00%	5.56%
FRWMP	0.00%	9.52%

From the table 2, it can be interpreted that the data has a positive sentiment (black font) even though the frequency of occurrence of sources is very dominant (17 findings), but the average percentage of the overall positive sentiment is not more than 50% (average 37%). In contrast to the negative sentiment data (red font), although it is small (only 7 data), it contains a significant amount of positive data (the average positive sentiment load in negative data is 24%), unlike positive sentiment data which contains positive data. 0% average negative additional charge. The next explanation is that the data has a neutral tone, namely two data (blue font), although the construct is neutral in tone, it also contains a significant negative charge (7%). Thus it can be concluded that even though the data is positive, negative, or neutral, it is mostly influenced by the negative sentiment construct.

The proportions of the field of meaning based on the positive and negative sentiments, if presented in a curve form, will look as follows.

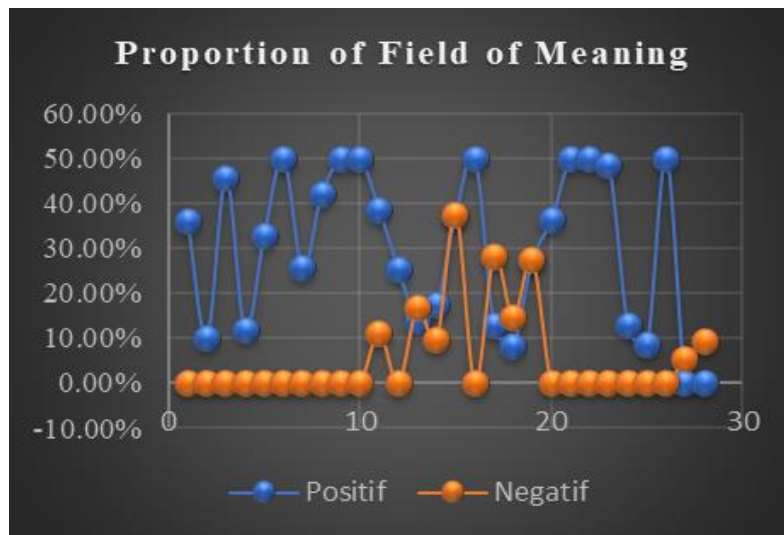


Figure 2 Field of Negative and Positive Meanings

From the figure 2, it is shown that there is a finding that the confluence of the positive field of meaning and the negative field of meaning appears strong and stable in the three data, namely data with informant Moh. Qowiyuddin Shofi, S.Pd. (at 13%), Evi Isfiatul Jannah (at 37%), and Mohammad Fidyan Hidayadi (at 27%). Three other data have common ground, but they do not show the proportion of positive data stability (tend to be blue down). Regarding why these three data findings are a worthy indicator to be compared with data that is acceptable to students, it will be explained in more detail based on the types of findings and their attributes in discussion.

Table 3 Proportion of Negative and Positive Mental Fields

Name	Very Negative	Very Positive
DFRM	9.52%	0.00%
ESM	16.79%	0.00%
MQS	15.19%	11.29%
MM	6.20%	0.00%
AS	0.00%	18.87%
AM	0.00%	50.00%
FS	0.00%	29.60%
NRASM	0.00%	32.25%

The Motivation Construct Formulas are compared with the Deliverability of Meaning will be describe in table 4.

Table 4 Motivation Constructs compared to Meaning Concession

Name	Very Negative	Very Positive
Dr. Fitri Resti Wahyuniarti, M.Pd.	9.52%	0.00%
Endang Soelistyowati Msi.	16.79%	0.00%
Moh. Qowiyuddin Shofi, S.Pd.	15.19%	11.29%
Moh. Zainudin, M.Pd.	6.20%	0.00%
Afa Ulaiya, S.Pd.	0.00%	18.87%
Agustin Wahyuningtyas, M.Pd.	0.00%	50.00%
Fitra Tamami, S.Pd.	0.00%	29.60%
Nanda Risky Ardhana, S.Pd, M.Pd.	0.00%	32.25%

Based on the table 3 and table 4, it can be found that the data that shows the teacher who can provide acceptable motivation is Moh. Qowiyuddin Shofi, S.Pd. (red font) because it is balanced or not too far between negative (15.19%) and positive (11.29%), in more detail, it will be explained based on the types of findings and their attributes in chapter 5 (discussion).

Discussion

The discussion in the research is presented to explain what and how the characteristics and points related to the research conducted in the previous chapter are related. In this chapter, the researcher will describe the explanation of the findings of teacher motivational speech in online learning, about the theories that discuss the phenomenon of these findings. The discussion in this section consists of the classification of teacher motivation speech, the field of meaning of teacher motivation, and the constructs of teacher motivation which are described descriptively below.

Classification of Teacher Motivational Speeches

Based on the results presented in section 4.1, there are 3 components related to the classification of teacher motivation speech, namely (1) direct motivational speech, (2) indirect motivation speech, and (3) teacher motivation narrative style. Further discussion regarding the three components is described below.

Direct Motivational Speech

The classification of teacher motivational speech in the category of direct motivational speech in this study found data: motivation contains invitations, motivation contains suggestions, motivation for students to rise, motivation contains hope, motivation contains inference, motivation contains belief, motivation contains literal messages, motivation related to pandemic covid, motivation so that students never give up, motivation contains the teacher's paradigm, motivation contains orders, motivation contains praise, and motivation contains examples. The analysis of these data is presented below.

Motivation Contains Invitations

From the overall data containing invitation motivation, there are three direct frontal invitations. Of the three were found two characteristics of data containing a call that is data frase come on and let. The words come and let's are invitations in social contextual learning. Invitation theory, first introduced by (Purkey & Novak, 1996), describes an educational framework related to teaching based on human values, responsibilities, and abilities. The word invite was chosen because it comes from the Latin word invitare. Translated to mean "offering something worth considering", but the definition is implicit "an ethical process involving ongoing interactions among people" (Smith, 2005). Thus, the word invitation, come and let's, is a motivational marker that can be directly used by teachers in a social context to motivate students to develop their potential and improve their learning outcomes.

Motivation Contains Suggestions

From the overall data containing the recommended motivation, there are four direct recommendation data. From the four data, we found words that characterize the motivation of the suggestion, namely the words should, continue, so that, and should be. These words are the words used in the learning activity. The words "advice" have been used in the educational, scientific, and medical literature in slightly different meanings. In psychological medicine, the use of advice has evolved from the previous use of hypnotic

effects. (Brown, 1928). Thus words should, continue, so that, and should be words that show the characteristics of speech markers that contain direct suggestions to motivate students in learning.

Motivation for Students to Awaken

Data containing direct motivation for students to rise, found four data including data on motivation to rise with the words that characterize the markers, namely the word sure, fight, get up, and move forward. Certain words, fight, get up, and move forward are integrated words that can arouse students' enthusiasm for learning. Motivating students to rise is an activity that involves the active integration of new ideas with existing student schemes. Thus the motivation of students in learning will arise from the active integration involvement of the teacher. Supporters can evoke the spirit is actively constructing meaning with them using speech - speech containing the words certainly, fight, get up, and go forth. These words can connect stimuli and stored information such as their knowledge and experiences.

Motivation Filled with Hope

From the overall data that contains expectation motivation, there are five direct expectation data. From the five data, we found words or phrases that characterize the motivation for hope, namely the words try, hope, be better, harder, and don't give up. These words are words used in learning activities to give hope to students to get results. Expectation motivation according to (Parijat & Bagga, 2014) is to see the relationship between internal needs and the resulting efforts to fulfill them, expectation theory separates effort (which arises from motivation), performance, and results. Thus, the words or phrases try, hope, do better, harder, and don't give up show the markers of motivational speech which contain expectations that are not self-interested in appreciation but are made to get the expected results and contribute to getting the result.

Motivation Contains Inference

From the total data, fifteen data contain motivation inference as a whole. From the fifteen data, it is found words or phrases that characterize the inference motivation, namely the word charity, do, have, produce, earnest, strive, study, be diligent, strive, need, make, learn, hold on, and change. These words are the words used in learning activities to explain to students what they want to achieve. Thus from these data, the words: charity, do, have, produce, earnest, strive, learn, be diligent, strive, need, make, learn, grasp, and

change are the words marking inference motivation directly is an action taken by the teacher to motivate students to achieve the desired learning outcomes.

Motivation Contains Beliefs

Of all the data, eleven data are containing the belief motivated by direct. From the eleven data, it was found that the words included in the motivation contained belief, namely the definite word, when, then, one day, obtained, believed, believed, and it was impossible. These words are the words used in learning activities to convince students that the propositions related to the mundane are true and some are wrong. From these data, I conclude that the words: Sure, when, then, someday, obtaining, believe, believe, and not perhaps are the words of the marker motivational beliefs that directly represent the words that are used in learning activities to motivate and convince students that the propositions related to worldliness are true and some are wrong.

Motivation Contains Literal Messages

From the total data, fifteen data are containing literal messages to motivate directly. From the fifteen data, it was found that the words included in the motivation contained literal messages, namely the words enthusiasm, do not, read, know, learn, improve, be diligent, lazy, do not give up, discipline, delay, process, and success. These words are words used in learning activities to convey the true meaning of something to students. From these data, I can conclude that the words: enthusiasm, don't read, know, learn, improve, be diligent, lazy, don't give up, discipline, procrastinate, process, and success are among the motivational words that contain messages -Literal messages that are conveyed directly by the teacher to students to give real meaning.

Motivation Related to the Covid Pandemic

From all data related to the Covid pandemic, there are four direct data. From the four data, it was found words related to the Covid pandemic, namely data with the feel of the Covid 19 pandemic, distance learning, the Covid 19 era, take care of your health, wear a mask, wash your hands, and the pandemic period. The phrases of the COVID-19 pandemic, distance learning, the Covid 19 era, take care of your health, wear a mask, wash your hands, and during the pandemic are phrases related to motivation related to the COVID-19 pandemic which has changed or shifted face-to-face learning into distance learning (online). Thus the phrases of the COVID-19 pandemic, distance learning, the Covid 19 era, take care of your health, wear a mask, wash your hands, and during the pandemic are motivational markers that are directly used by teachers in encouraging students to act

including learning, connecting with others, and motivating students to stay enthusiastic even in the conditions of the Covid 19 pandemic, learning has shifted from face-to-face learning to distance learning.

Motivation So That Students Never Give Up

Of the total data containing the never-give-up statement, there are six direct data. From the six data, it was found that words or phrases of unyielding motivation, namely words or phrases of trying, winning, being diligent, never giving up, staying enthusiastic, why be afraid, express them, don't give up easily, and don't give up. The word or phrase is a word or phrase that refers to the initiation, direction, intensity, and or persistence of behavior. From these data I can conclude that the words or phrases: try, champion, be diligent, never give up, keep up the spirit, why be afraid, express, don't give up easily, and don't give up are among the words or phrases that mark motivation which refers to the initiation, direction, intensity, and/or persistence of behavior to improve cognitive processes, determine what consequences reinforce, and lead to increased student learning.

Motivation Contains Teacher Paradigm

From the overall data containing the teacher's paradigm statement, there are three direct data. From the three data, we found phrases that mark the motivation of the teacher's paradigm, namely the phrase no human being is stupid, keep learning, if you succeed, and education is the deadliest weapon. This phrase is a phrase in a speech that gives students an overview of an event. From these data, I can conclude that the phrase: no human being is stupid, keep learning, if you are successful, and education is the deadliest weapon is a phrase that marks a paradigmatic motivational speech that contains a description of an event, which is conveyed by the teacher to students to achieve goals.

Motivation Contains Command

From the total data, sixteen data contain the motivation of the orders. From the sixteen data, it was found words or phrases included in motivation containing commands, namely, take it, do good, practice, increase achievement, pray, do it honestly, keep fighting, keep your health, study, study harder, stay enthusiastic, improve your learning, dig up information, read a lot, and study diligently. These words or phrases are words or phrases used in learning activities to give orders to be motivated to learn and get maximum expectations. From these data I can conclude that words or phrases: take it, do good, practice, increase achievement, pray, do it honestly, keep fighting, keep healthy, study, study harder, stay enthusiastic, improve your learning, explore information, read a lot, and

be diligent in studying are words or phrases that can make students play an active role in learning and are motivated to be directly involved in achieving a goal.

Motivation Contains Praise

Data containing direct motivation for praise is indicated by the use of great, extraordinary, clever, very creative, good, and thumbs up words or phrases. These words or phrases are words or phrases used in learning activities to give praise to students so that they are motivated to learn and achieve maximum results. Motivation Teacher praise is one tool that can be a powerful motivator for students. Praise is used to maximize its positive impact. Effective teacher praise consists of two elements: (1) a description of a student's noteworthy academic performance or general behavior, and (2) a signal of teacher approval (Burnett, 2001). From these data, I can conclude that words or phrases are great, extraordinary, clever, very creative, good, and thumbs up are words or phrases that can trigger students to be more active in learning and motivated to be directly involved in achieving a targeted goal.

Motivation Contains Example

An exemplary motivational speech is speech that expresses attitudes, perceived norms, and perceived behavioral control by a person (teacher) to others (students). Motivational speech data that contain examples are directly characterized by the use of words/phrases or habitual attitudes, dress neatly, and give examples. From the data on the use of words/phrases or exemplary attitudes that researchers found from respondents, I can conclude that words/phrases or accustomed attitudes, dress neatly, and give examples are activities carried out by teachers to be able to motivate students to achieve learning goals.

Indirect Motivational Speech

The classification of motivational speech in the category of indirect motivation speech in this study found data: motivation contains implied invitations, motivation contains implied suggestions, motivation contains implied ideals, motivation contains implied expectations, motivation contains implied life teachings, motivation contains implied prohibitions, motivation contains metaphor is implied, and motivation contains an implied command. The classification data analysis is presented below.

Motivation Contains an Implied Call

The findings data on motivational speech that contain invitations are indirectly marked with the words: come on, let's try, keep learning, keep up the spirit, keep smiling, stay

grateful, take care of your health, let's participate, and by learning. These words are the words used by the teacher indirectly to motivate students to develop their potential. Invitations in the context of learning can be done indirectly, where students are invited indirectly by the teacher to develop their potential (Sang et al., 2010). Invitation-based motivation learning means that invitation is based on two theoretical foundations, namely the perceptual tradition ("human behavior is a product of an individual's unique way of looking at the world") and self-concept theory ("maintains that behavior is mediated by the way a person sees himself and that his views it serves as an antecedent and a consequence of human activity.") (Mönks, 2012).

Motivation Contains Implied Suggestions

The data findings are as described in section 4.1.2.2 regarding motivational speech containing indirect suggestions marked with the words: keep up the spirit, study hard, don't forget, so be it, don't be easily satisfied, still have to learn, do your best, learn, keep trying, and keep up the spirit. These words are the words used by the teacher indirectly to motivate students by giving suggestions to develop their potential. The motivation objective of suggestion is indirectly to avoid failure naturally so as not to damage academic achievement. If a teacher (and sometimes a fellow student) puts too much emphasis on being the best in the class and if interest in learning the material wanes, then some students may decide that success is out of their reach or may not be desirable in any case. Once a student adopts this attitude, he or she may be less successful on purpose, doing only the minimum work necessary to avoid looking stupid or to avoid serious conflicts with the teacher. (Urdu & Schoenfelder, 2006).

Motivation Contains Implicit Ideas

In Section 4.1.2.3, data relating to motivation which contains aspirations are presented, namely, quotations using the words achieve, be, and crave. These three words are motivational words that form a speech that contains the meaning of ideals, namely the aspiration to achieve something that is desired, aspires to be a good person, and aspire to be a professor. As stated by Edwin Locke, there are four kinds of motivational mechanisms in setting goals, namely: (a) ideals direct attention; (b) ideals of managing efforts; (c) aspirations to increase persistence, and (d) ideals supporting strategies and activity plans (Locke, 1968).

Motivation Contains Implied Expectations

The findings data are presented in section 4.1.2.4 regarding motivational speech which contains hope, which is indirectly marked with the words: keep up the spirit, be more

diligent, be more active, and don't give up. These words are the words used by the teacher indirectly to motivate students by giving hope. Data 4.1.2.4 first, the word keep enthusiasm is the word used by the teacher to give hope to students so that they remain enthusiastic in seeking knowledge; the two words are more diligent and more active are words to give hope to students that to achieve their goals, they must be more diligent and more active in learning; The three words do not give up hope are words that have the intention of giving hope to students not to give up hope in trying to reach the pass target. The three data findings indicate that there is motivation by the teacher to motivate students by indirectly giving hope to achieve certain goals.

Motivation Contains Implied Life Teachings

From the entire data containing motivation which contains the implied teachings of life, there are two data. From the two data, it was found that the words that characterize the motivation of the implied teachings of life, namely the word believe, and not only. These words are the words used in the learning activities carried out by the teacher to motivate by giving teachings of life indirectly to students, that is, we must believe that life demands hard and smart work to fulfill life and education, not only going to school and getting a degree but also a matter of expanding knowledge and absorbing life sciences. Thus, the world believes and not only is an example of a word that becomes a marker for forming motivational speech about the teachings of life.

Motivation Contains Implied Don'ts

The findings data on motivational speech containing implied or indirect prohibitions are marked with the words never, don't hesitate, don't ask, don't get bored, don't procrastinate, don't leave, never, don't be afraid, and don't be lazy - laziness. This is as stated by J. E. Brophy (2013) that the implied prohibition motivation speech is a motivational speech which indirectly contains motivation which is stated by the word 'may not' which states that it cannot be touched, said, or done at all.

The motivation for prohibition has evolved from an emphasis on reactive responses to stress (external or internal reinforcement contingencies felt necessary) to an emphasis on self-determined and intrinsically motivated action. The stream of experience and other manifestations of intrinsic motivation are usually considered to be ideal and thus held by teachers as goals they want to achieve with their students. This motivational state must be developed in the classroom, but it is realistic to expect (and help) students to be meaningful and valuable in-class activities, and to try to obtain the desired learning benefits. Motivation by stimulating students to engage in classroom activities with

learning motivation, which they can do whether they feel the activity is intrinsically enjoyable or not (McLean, 2003).

So implicitly the words don't ever, don't hesitate, don't ask, don't get bored, don't delay, don't leave, never, don't be afraid, and don't be lazy are the characteristics of motivational speech markers that contain prohibitions used by the teacher to motivate students to do good or positive things and stay away from things that are not good or negative to get the goals that have been planned.

Motivation Contains Implied Metaphors

From all data containing implied metaphor motivation, data are containing indirect metaphors as described in section 4.1.2.7. From all these data, it is found that the characteristics contain implicit metaphors, namely data that dream of dreaming as high as the sky, want to be boiled shells, want to become pearl shells, passports for the future, iron bones, mountains are high, and deadly weapons. All of them are metaphorical words in social context learning to express the social dimension either to refer to oneself, feelings and emotions or to conceptualize the components of a learning setting. The conclusion is that the words/phrases with the phrase dream of being sky-high, want to be boiled shells, want to be pearl shells, passports for the future, iron bones, mountains are high, and deadly weapons are phrases that have a metaphorical meaning that aims to express a good social dimension to refer to oneself, feelings and emotions or to conceptualize the components of a learning setting. This is done to motivate students to achieve the desired goals.

Motivation Contains Implied Commands

The data that contain the motivation of the orders implicitly as described in section 4.1.2.8 are found words or phrases that are included in the motivation containing commands. Speech - the speech was marked with the words: be, dream, must study hard, keep trying, sure, must learn, throw, do not forget, have to win, try to change, to be disciplined, never, learn, be active, to be more enterprising, try, go past, reach out, and prepare. Implicit command motivational speech is a motivational speech that indirectly contains instructions to a person/student to do something, for example creating, writing, designing, creating, and solving problems.

Teacher's Motivational Narrative Style

Classification of motivational speech in the category of teacher motivation narrative style in this study found data on wise motivational narrative style, short motivational narrative style, and proverbial motivational narrative style, which are described below.

Wise Motivational Narration

Wise motivational speeches are motivational speeches that contain expressions that reflect the ability to think and act using knowledge, experience, understanding, common sense, and insight. From the whole data, which includes motivational speeches in wise tone are speeches marked with words or phrases: diligent learning, never stopping learning, thinking can be better, and learning is planting. All of these words or phrases are a form of narrative speech markers that have a tone of wisdom that is used by a teacher to motivate students to achieve learning goals. Thus the words or phrases: study diligently, never stop learning, think can, do better, and learn that plants are the markers of a wise narrative utterance. These words have the intention of wisely motivating students to achieve or increase their competence.

Short Motivational Narrative

A short motivational narrative speech is a speech that contains expressions that briefly explain something that aims to motivate or arouse children's enthusiasm. Many words are signs that form a brief motivational narrative speech as described in section 4.1.3.2 in red words or phrases, namely the enthusiasm for learning, more enthusiasm, why can't we, there are no shortcuts, study hard, there is no success without learning, education is light, must keep learning and practicing, there are no difficult words, reading all fields of knowledge, wise people learn when they can, your future is determined by yourself, hope is the key to the future, focus on process, learning will reap success, keep learning, keep reading the Koran, keep cleaning the house, keep the spirit of learning in learning, provide motivation to learn, provide social motivation, learn to speak the language, and if you are diligent in studying. All of the words or phrases are words or phrases that indicate or forming speech narrative short motivation that teachers use to motivate their students. According to the above quotation, a wise person will not wait for certain times to learn. They are always hungry for knowledge and try to learn something new all the time. Conversely, ignorant people only learn when they are faced with a condition that makes them unavoidable. The knowledge that is absorbed cannot be maximized because their hearts are not willing to accept it.

Failure is Delayed Success

According to the quote above, failure is very valuable because people learn from their mistakes. So go ahead, fail! In the real world failing is a good thing because everyone is prone to mistakes, and as a result, they learn something from them. mistakes can be easily erased, the parts that were erased can be recovered and actions like this obviously would not cause havoc.

Field of Meaning of Teacher Motivation

The meaning field of motivation is a range of motivation findings based on color, accomplishment, and mental classifications. In more detail, the field of the meaning of motivation in the data found three categories, namely the color of the implication of the meaning of motivation, the delivery of the motivation of the teacher to the students, and the meaning of the mental field of motivation. The details are described below.

Kind Implicature Meaning of Motivation

Implicature is part of the meaningful motivation that has a hidden purpose attached to it. The implicature of the data has a variety that varies according to the data attributes. In detail and clearly, the color implicature consists of examples of negative subjects by the teacher, examples of positive subjects by the teacher, and metaphorical images by the teacher. In detail, the implicature weighted data findings are described in the following table 5.

Table 5 Field of Meaning of Motivation

Field of Meaning of Motivation	Data Findings	Reference
Field of Meaning of Motivation \ Implicit Weight \ Negative Example	41	37
Field of Meaning of Motivation \ Implicit Weights \ Positive Examples	171	122
Field of Meaning of Motivation \ Implicit Weights \ Full of Metaphors	26	22

From the table 5, it is explained that the findings of data from teacher sampling on positive subjects dominate the data findings, namely as many as 171 data, the next one that follows is teacher sampling on negative subjects found as many as 41 data, then the least data is motivation data. contains 26 metaphors of data. If the three findings of the meaning field of motivation are presented in percentages, the results are described in the following diagram.

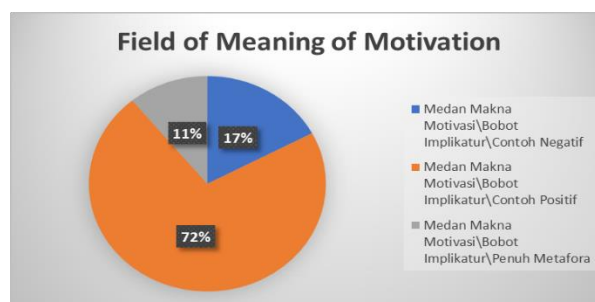


Figure 3 Medan Implicature Meaning of Motivation

From the figure 3, the most data have shown, namely the positive data-based motivation meaning field dominates almost three-quarters of the data, with 72% detail, then the second and the smallest data is only 6% different, namely the result of a 17% reduction in the positive meaning field with 11% field of meaning based on metaphorical style writing.

Modeling of Positive Subjects

Positive subject motivational modeling is a model that refers to positive psychology that emphasizes individual strength and personal motivation to encourage learning. Unlike traditional modeling in which teachers try to match their material to the mystical "average" student, and move the class simultaneously using material through a teaching and testing style, positive teacher speech uses techniques that focus on individual student well-being (Chen & McNamee, 2011). Teachers use methods such as developing customized goals for each student to lead to learning and working with them to develop plans and motivation to achieve their goals. Then encouraging students to reach a certain grade level, which is seen through the emphasis of standardized testing, this action tries to adapt the learning objectives to the level of the individual student. Further setting students to compete with each other, learning is seen as a cooperative process in which teachers learn to respect their students and every student's input is valued (Walker & Crogan, 1998).

The implicature weight of examples of positive subjects is found in the data as described in data 4.2.1.1 on words or phrases that are red, which is 171 data. All of these data indicate positive speeches used by teachers to motivate students to become better.

A Sampling of Negative Subjects

Negative subject sampling is a grammatical way of coding negative and positive polarity in a verb phrase, clause, or other utterance. The affirmative form (positive) is used to express the validity or truth of the basic statement, while the negative form reveals its falsehood. Examples are the sayings "Jane is here" and "Jane is not here"; the first agreed, while the second was negative (Tettamanti et al., 2008).

The implicature weight of samples of negative subjects was found as many as 37 data. These data have the characteristic of using negation of no, no, never, none, don't, no, won't, only, hardly, almost nothing, etc. And some phrases contain any of the words preceding the auxiliary verb to requiring the verb to precede the subject. As Haegeman, (2009) argues, in linguistics, negative inversion is one of the many types of subject-addition inversion in language. A negation (e.g. no, no, never, none, etc.) or a word that

implies a negation (only, barely, hardly) or a phrase containing one of these words precedes the auxiliary verb to the one that requires subject and verb finite are inverted.

Modeling of Metaphorical Subjects

Exemplary of the metaphorical subject is the provision of examples of the use of words or groups of words not with their true meaning, but as paintings based on similarities or comparisons (Budge et al., 2007). A metaphor is a figure of speech. Like Maja in the chapter on words and meanings (the science of logic), the meaning contained in metaphorical figures is a second placement of the original meaning, namely the meaning that does not use the word in its true meaning, but as an allusion based on equations and comparisons.

The implicature weight of the sample subject full of metaphors is found as many as 26 data as described in Section 4.2.1.3 on words or phrases that are red in color. These data contain metaphorical subjects. From all these data, it is found that the characteristics show the metaphorical subject, namely the feeling of dreaming as high as the sky, wanting to be boiled shells, wanting to become pearl shells, passports for the future, iron-boned, the mountain is high, light, trees, stars, pearls, weapons that are turned off, and so on. All of these words or phrases have motivational meanings even though they are metaphors. In this case, the teacher can use metaphorical language to motivate students to be more active, better, and more competent so they can achieve success according to goals.

Delivering Teacher Motivation to Students

The achievement of teacher motivation to students is a form of the classification of the meaning field of motivation in terms of the delivery of meaning to students. The correct use of diction, the right conjunctions, and prepositions, the formation of the right negation, will affect the conveyance of meaning to the listener. The achievement of motivation in the data found three categories, namely motivation that was conveyed to students, the motivation that was not conveyed to students, and motivation whose meaning was conveyed to students hanging.

The Motivation Conveyed to Students

Motivation conveyed to students is motivation based on the reasons for action, willingness, and purpose conveyed to students. Motivation comes from the word motive which is defined as a need that requires satisfaction. These needs can be wishes or desires that are obtained through the influence of culture, society, lifestyle, etc., or generally

innate. Motivation is the direction of a person's behavior, or what causes a person to want to repeat a behavior, the set of forces that act behind a motive. Individual motivation can be inspired by other people or events (extrinsic motivation) (Khalil & Soliman, 2016) or it may come from within the individual (intrinsic motivation) (Deci & Ryan, 2000).

The Motivation of which the Meaning of Hanging Students is Delivered

Motivation whose meaning is delivered to students is hanging due to repetition of a speaker's words or phrases, often for a varying number of repetitions. The repeated units usually consist of the entire part of the word and are greater than one syllable, with the most frequently repeated words, followed by a phrase, and then a syllable or sound. (Maassen et al., 2007), (Mantie-Kozlowski, 2008). The motivation for which the meaning was delivered to students was hanging, found 54 data as presented in data 4.2.2.3. All of the data is directed to use language that is difficult to understand, frequent repetition is unclear, requires separate interpretation, etc., so that its delivery to students cannot be accepted or hang.

The Meaning of the Mental Field of Motivation

The meaning of the mental field of motivation is taken from the tone and stress of meaning in the speech which reflects the mental condition of the teacher at the time of the creation of the motivational speech. The meaning of the mental field of motivation is influenced by the teacher's style and daily habits. The meaning of the mental field of motivation in this research data is found in four categories, namely the meaning of teacher assertiveness, the meaning of teacher confidence, the meaning of teacher doubt, and the meaning of teacher fear. The four categories are described below.

The Meaning of Teacher Assertiveness

53 data have the meaning of teacher assertiveness. All of these data indicate that the data has characteristics of a teacher firmness, that the meaning of firmness obtained from the attitude of teachers who are successfully using the technique discipline a certificate and react as quickly to bad behavior and do not argue with the student when the student is behaving badly. Teachers must develop a "teacher voice," which strictly demands respect and authority. This voice said, "When I am here teaching, I hope that all the students will pay attention to me and will not speak so that everyone here understands what I am saying." The teacher's voice "fills the room" without shouting, so that all students can hear the teacher and are ready to respond (Cook-Sather et al., 2015). So the data that shows the

mental meaning of the assertiveness category does show motivational speech that uses words that contain the meaning of assertiveness.

The Meaning of Teacher Confidence

The meaning of a teacher's self-confidence arises from one's appreciation of one's abilities or qualities. The extent to which a teacher is confident enough in his or her ability to promote learning to students. There are 50 data on motivation which has the meaning of self-confidence. More often than not, a student or a group of students will be able to detect whether or not a teacher is confident in their role as class head even if they cannot precisely distinguish their level of self-confidence or deficiency (Hayati, 2013).

The Meaning of the Teacher's Doubt

Overall, there are 68 data which means doubtful. This occurs due to the use of imperfect and significant words, speech acts, or grammatical items by the teacher in learning or from incomplete learning and also because of systematic deviations that occur when a student has not learned something, and consistently makes mistakes. All seem to emphasize systematic deviations triggered in the language learning process, or indications of the actual situation of the language learners themselves which will later help the monitor either an applied linguist or particularly a language teacher to solve problems. Concerning one of the approaches proposed in Error Analysis (Jawad, nd), the occurrence of errors not only shows that the student has not learned something but also gives linguists an idea of whether the teaching method applied is effective or it needs to be changed.

The Meaning of Teacher's Fear

The meaning of fear is the meaning that arises because of emotions caused by perceived danger or threat, which causes physiological changes and eventually changes in behavior, such as running away, hiding, being silent, or being cold from the traumatic event that is felt, and so on. 11 data were found in the mental meaning category of fear. Fear is closely related to emotional anxiety, which occurs as a result of threats that are perceived as uncontrollable or unavoidable (Öhman, 2008). The fear response serves to survive by generating appropriate behavioral responses, so that response has been sustained throughout evolution (Olsson & Phelps, 2007).

Teacher Motivation Constructs

The construct data of teacher motivation are taken from written utterances which contain the majority of writing in negative sentiment as well as the positive sentiment. From the

two sentiment models, then they are aligned with the data that reaches the students. Gradually the teacher's motivation construct contains (1) the proportion of negative and positive meaning fields compared to meaning delivery (2) the proportion of negative and positive mental fields compared to meaning delivery, and finally the conclusion (3) the construct formula of teacher motivation is compared with meaning delivery. In more detail, these three things are described below.

The Proportion of Negative and Positive Meaning Fields compared to Deliverability of Meanings

From this table, it can be interpreted that the data has a positive sentiment (black font) even though the frequency of occurrence of sources is very dominant (17 findings), but the overall average percentage of these positive sentiments is not more than 50% (average 37%). In contrast to the negative sentiment data (red font), although it is small (only 7 data), it contains a significant amount of positive data (the average positive sentiment load in negative data is 24%), unlike positive sentiment data which contains positive data. 0% average negative additional charge. The next explanation is that the data has a neutral tone, namely two data (blue font), although the construct is neutral in tone, it also contains a significant negative charge (7%). Thus it can be concluded that even though the data is positive, negative, or neutral, it is mostly influenced by the negative sentiment construct.

Second, in giving a negative motivational speech, the teacher must limit it to no more than 25%. The proportions of the field of meaning based on the positive and negative sentiments are presented in the form of a curve, then the display is as follows.

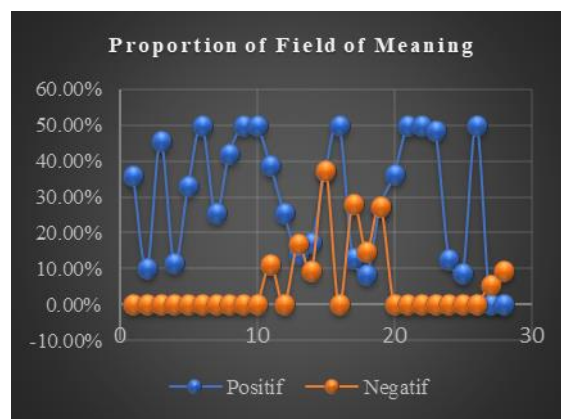


Figure 4 Proportion of the Field of Meaning

Based on figure 4, the motivation conveyed to students can be well received and the meeting of the field of positive meaning and negative field of meaning appears strong and stable.

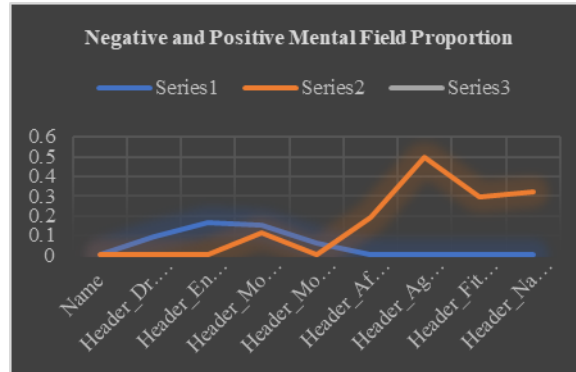


Figure 5 Proportion of Negative and Positive Mental Fields

From these figure 5, it was found that one teacher or resource person, Moh. Qowiyuddin Shofi, S.Pd. succeeded in contrasting the negative mental field and the positive mental field with a ratio of 15.19% negative mental field and 11.29% positive mental field. This is because the teacher has good character, has a great interest in the subject or material being taught, can estimate personality and mood quickly, has the patience, intimacy, and sensitivity needed to foster enthusiasm for learning, has good thinking. imaginative (conceptual) and practical to give explanations to students, especially since the teacher is also a theater, has adequate qualifications in both content and teaching methods, and has an open, flexible, and experimental attitude in methods and techniques. Thus the teacher can create or make the class conditioned and can provide motivation that is acceptable to students.

Conclusions

Based on the results of research on teacher motivational speech in online learning classroom discourse, which includes the types of teacher motivational speech, the content/meaning of teacher motivational speech, and the construct of teacher motivational speech, the following conclusions are obtained. First, the types of teacher motivational speech include: (1) direct motivational speech consisting of motivation containing invitations, motivation containing suggestions, motivation for students to rise up, motivation containing hope, motivation containing inference, motivation containing belief, motivation containing literal messages, motivation related to the COVID-19 pandemic, motivation for students to never give up, motivation containing the teacher's paradigm, motivation containing orders, motivation containing praise, and motivation containing examples; (2) indirect motivational speech consisting of motivation containing implied invitations, motivation containing implied suggestions, motivation containing implied ideals, motivation containing implied expectations, motivation containing implied life teachings, motivation containing implied prohibitions, motivation containing implied

metaphors, and motivation contains implicit commands, and (3) teacher motivation narrative style consisting of wise motivational narrative style, short motivational narrative style, and proverbial motivational narrative style.

Second, the field of the meaning of teacher motivational speech, namely (1) the color of the implicature of the meaning of motivation, consisting of modeling negative subjects by the teacher, modeling positive subjects by the teacher, and modeling metaphorical subjects by the teacher, (2) achieving teacher motivation to students. includes motivation that is conveyed to students, the motivation that is not conveyed to students, and motivation whose meaning is conveyed to students hanging; and (3) the meaning of the mental field of motivation, namely the meaning of teacher assertiveness, the meaning of teacher confidence, the meaning of teacher doubt, and the meaning of teacher fear.

Third, the construct of teacher motivation contains (1) the proportion of negative and positive meaning fields compared to the delivery of meaning, that in any emotional condition, a teacher must give a positive speech and in giving a negative motivational speech, the teacher must limit it to no more than 25%. This is indicated by the finding that the confluence of the positive meaning field and the negative meaning field appears strong and stable on three data, namely the data with the source, Moh. Qowiyuddin Shofi, S.Pd. (at 13%), Evi Isfiatul Jannah (at 37%), and Mohammad Fidyan Hidayadi (at 27%); (2) the proportion of negative and positive mental fields compared to the fulfillment of meaning, this was found by one teacher or resource person, Moh. Qowiyuddin Shofi, S.Pd. who managed to contrast the negative mental field and positive mental field with the ratio of the negative mental field 15.19% and 11.29% positive mental field; and (3) the construct formula for teacher motivation is compared with the delivery of meaning, obtained from informants, Moh. Qowiyuddin Shofi, S.Pd. the researchers found that that provides acceptable motivation starts from a polite greeting, the provision of information with wise words, utterances humor, speech manners, respect, and sensitivity, introduced the polite words, and give examples of courteous

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