

Elaborating Lecturers' Communication Strategies on Students' Negative Behaviors in English as Foreign Language Teaching

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Abstract: Behaviour is one of communication form. There are various behaviors appear in English classroom. It can be positive and negative behavior. These behaviors became significant concern in Indonesian. The students are expected to have positive behavior in English foreign language teaching. In EFL teaching, some of the students often display negative behaviours and those behaviours could disturb teaching and learning process. This study aimed at finding out communication strategy used by the lecturers in the classroom. The data were collected by interviewing the English lecturers and analyzed the data qualitatively. The data from observation and interview transcription were analyzed and discussed based on the theory of communication strategies of Mathieson & Price (2003). It was found some of the students' behaviors in EFL classroom were noisy, passive in responding the instruction, discussing when the lecturer gave explanation, chatting, coming late, no greetings, and playing with android in learning process. The findings indicated that the lecturers' communication strategies toward the students' disruptive behaviors were giving special attention to the students, using pointer, lecturer contract agreement, minus system, silent strategy, persuasive approach, doing haptics, exemplifying the study case, warning the students, advise the students, and giving sign to take their attention.

Keywords: behaviors, communication strategies, classroom interaction

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I. INTRODUCTION

Concerns about the behavior of students in schools have featured high on the agenda of everybody involved with education for many years now. With the different types of students, origins, learning level, ethical background, and technical skills, the students show different behavior in classroom interaction. The EFL students in university are multicultural, they came from different regency with various character. Sometimes students' behavior cause problems to the teachers, lecturers, and their classmates. As Kawalski (2003) posited that reports of problematic behavior are on the rise nationally, not only in the classroom but in society at large.

Behavior problems are frequently seen as a cause for increasing concern in schools and university. In the English foreign language classroom, it was found that there were vary kinds of behaviors shown by the students. In one hand, some of them pay attention to the lecturer by taking note, nodding their head, giving question, responding question, and participate actively in the classroom interaction. On the other hand, the students are cheating, chatting, whispering, playing with their android, coming late, sleepy, and participating passively in the class. The students' behavior in the classroom can be categorized as positive and negative behavior; assertive behavior, aggressive behavior, and disruptive behavior. (Kaplan, Gheen, & Midgley, 2002) found students' disruptive behavior in the classroom such as teasing, talking out of turn, getting out of one's seat, disrespecting others—and more seriously but less frequently—violence and vandalism, has been acknowledged recently as a growing problem in schools—indeed as one of the most serious concerns of teachers and parents (Bear, 1998; Elam, Rose, & Gallup, 1996).

Moreover, it is stated that the students whose behavior is so challenging, pervasive and unresponsive to all that teachers appear to have to offer will make a major impact on those responsible for his or her education (Miller, 2003). The other researchers investigated students' behavior by relating to character. As Kamaruddin (2012) state that the characters refer to a set of knowledge (cognitive), attitudes (attitudes), and motivations (motivations), and behavior (behaviors) and skills (skills). It means that, the manifestation of behavior can be seen on students' character.

Some of this immature, irritating, or thoughtless behavior or "classroom incivilities" includes lateness or leaving early, inappropriate cell phone and laptop usage in class, side conversation, disregard for deadlines,

grade grubbing, sniping remarks, and cheating. Similarly, from the preliminary data it was shown that the students behave good and bad behavior because of some factors. There are many factors can be as causes on students' behavior change, such as family environment, school environment, and social environment. Looking at school environment involves communication that occur in the classroom called communication that occur in the classroom as instructional communication. As Sprague (1992) defines instructional communication as "the investigation of the role of communication in the teaching of all subjects at all levels." This entails teacher characteristics (e.g., clarity and immediacy), student characteristics (e.g., learning styles), instructional methods, the pedagogy of communication in general, and student-teacher relationships. The variables are teacher, students, relationships between and among teachers and students, gender, immediacy, clarity, power, empowerment, teaching methods, learning styles, strategy, socialization, teacher and student misbehaviors, evaluations, assessing learning, humor, roles, metaphors.

Many classrooms have language which is not common to the rest of the school. For example, finished trays, zebra group, brave writing. Communication and language are fundamental to the behavioral curriculum, unless we are explicit about our meaning and seek clarification of others' understanding we will be doomed to a context of confusing mixed messages. Relating to those facts, it is important to investigate the types of behavior that occur in the classroom, especially in teaching and learning process. Many lecturers always complain on students' bad behavior in the classroom. By knowing and understanding those behaviors, the lecturers can apply the appropriate strategy to be useful in taking students' attention in teaching and learning process. As Cipani (2011: 6) stated "Once understand that behavior occurs for a reason, and that the reason for behavior is embedded in the current social context of the problem behavior solving behavior problems is *doable*."

These facts emerge communication strategy have to be explored. Communication strategy can mean either communicating a concept, a process, or data that satisfies a long-term strategic goal of an organization by allowing facilitation of advanced planning. It can also mean, the related function within an organization, which handles internal and external communication processes. However, communication strategy will be investigated is the strategy used by the lecturers in communicating the materials to the students. This means, communication strategy used by the lecturers and the student's behavior will be highlighted by the researcher. As lecturers, they are interacting with the students in teaching and learning process (Jenks:2015). Subconsciously, the lecturers also could form students' behavior in term positive behavior through the presented materials.

Dealing with those facts, it is important to explore instructional communication used by the lecturers in classroom (McCroskey, Valencic, & Richmond, 2004). The researcher will focus on communication strategy used by the lecturers in the classroom. The classroom is a complex social setting that hosts a multitude of teaching and learning phenomena (Jenks, 2015). As the contributors to this volume have demonstrated, one way of understanding the classroom as a complex social setting is to investigate the 'interactional architecture' of pedagogical activities (Markee 2005), instructional strategies (cf. Fagan 2012), and language choice and alternation (cf. Kasper 2004). An interaction approach has contributed much to an understanding of the language classroom: decades of research have demonstrated that the reflexive interconnection between talk and interaction on the one hand, and contextual variables on the other hand, can provide valuable insights into issues of concern for language teachers. For instance, understanding classroom interaction can help language teachers decide whether pedagogical objectives have been realized, classroom lessons should be revised, and teaching content is pitched at the appropriate level for students. Thus, interaction does not only mediate most of what occurs in the classroom. An interaction approach also allows language practitioners to make informed decisions regarding what should be taught and in what manner (Leung 2010).

Classroom interaction therefore provides the researcher with ready access to massive amounts of data on ELT learning processes. English language teaching (ELT) is not merely a matter of training students in a particular set of skills. Rather, the occupation of ELT is profoundly imbued with values, and these values furthermore are complex and riven with dilemmas and conflict (Johnston, 2003). This research offers an extended analysis of the values underlying our work in ELT.

This research explored the communication strategies used by the lecturers in the classroom during teaching and learning process. The researcher looked at what those behaviors are, explicated the behavior problems that the lecturers faced at every step, and find out communication strategies that the lecturers used to minimize students' disruptive behaviours in the classroom.

II. LITERATURE REVIEW

Communication is an ongoing process of sending and receiving messages that enables humans to share knowledge, attitudes, and skills. Effective teaching depends on successful communication. The process of transferring information one to another need strategies. It is important to achieve successful in communication. Powell and Dana (2004, p. 2) state that ccommunication is dynamic and complex, but it can be learned and understood if we carefully examine it in chunks and apply what we learn to real-world circumstances. Similar to Tan Kim Hua, Nor Fariza Mohd Nor and Nayef Jaradat (2012, p. 832) state that communication permeates

virtually in all human interaction activities and the process of communication, especially for humans is undoubtedly complex. This complexity is due to the fact that "humans communicate cognitively, emotionally, and socially.

According to Mathieson & Price (2003), communication strategies include a personal plan element as follows:

1. Personal behavioral boundaries and priorities detailed. For example, everyone must ask if they wish to leave the room during a lesson, anyone wishing to speak must indicate by raising their hand, noise levels will be agreed according to activity taking place, difficulties with work tasks can be communicated to adults in a variety of agreed ways.
2. Five positively phrased class rules discussed and negotiated with all involved. For example: in class teacher and students will listen to each other, support learning through appropriate behaviour, put equipment away after finishing, move around the room quietly and carefully, and talk through problems. The wording of the rules will be dependent on the age and stage of the pupils. Once the rules have been agreed, useful discussion can take place about what members of the class community will be doing in specific situations if they are within the rules.
3. Reward systems and consequences are negotiated and agreed in a graduated list matched with examples of behaviors. These can also be related directly to the agreed class rules as well as taking account of the whole school systems.
4. The currency of the class will be positive. This will be communicated by using specific praise to highlight appropriate behavior and cue others to mirror that behavior, in order to receive positive attention.
5. Every behavioral situation will be used to teach appropriate behavior and communicate clear expectations.
6. Consistency will be monitored through discussion with all involved in the classroom community and evidenced through use of rewards and sanctions.
7. Communication links with home situations will involve both academic and behavioral achievement. Information will be provided at the earliest opportunity of difficulties being experienced and strategies to be employed to support. Monitoring and review of progress will be a three ways process involving, the pupil, adults from home and adults from school.

III. METHODOLOGY

3.1. Participant

All participants in this current study were lecturers from English department education at Muhammadiyah University of Makassar, South Sulawesi, Indonesian. There were 10 experienced lecturers involved as participant. All of them have more than five-year experiences in teaching English as foreign language at university. And also, the participants have the same complaint on students' behavior in the classroom.

3.2. Instrument

There were two kinds of instrument used in this study, they were on observation and interview. The students' interaction in the classroom was recorded by using handy camera and to find out the lecturer's strategy on negative behavior of students at university, they were interviewed relating to students' behavior in classroom during teaching and learning process took place. Semi structural interview was used in conducting this study to find out data deeply.

3.3. Procedure of Collecting and Analyzing Data

Before conducting interview to lecturers, at first the students interaction in the classroom was observed and recorded. All the interaction at the beginning until the end of class is observed. It focused on students who showed disruptive behaviour during learning process. From those behaviours found the lecturers were asked to find out their strategies to overcome those problems in terms of lecturer's ways when they found such behaviour in her/his class. The participants were interviewed in different places. Some of them were interviewed in classroom after the class and at lecturer room. The participants' answers were recorded by using smart phone. Then, the data collected was transcribed into written form. After that, the data were analyzed qualitatively. The last, the data from observation and interview transcription were analyzed and discussed based on the theory of communication strategies of Mathieson & Price (2003). The technique of data analysis followed Creswell's analysis.

IV. DISCUSSION

The following table is the result of observation and interview data. It shows that disruptive behaviours of students when teaching and learning process running and some strategies used by the lecturers to minimize those disruptive behaviours.

Distruptive Behaviours	Lecturers' Strategies
1. Chatting	1. Using Pointer
2. Palying with smartphone	2. Warning and engagement
3. Unserious	3. Silent
4. Joking too much	4. Lecturer contract agreement
5. Coming late	5. Tapping table
6. Coming into the class without greeting.	6. Minus system
	7. Doing haptics

1. Disruptive Behaviour in English Foreign Language Classroom Interaction

It was found that the students' behaviors in the classroom disturbed the teaching learning process. The disruptive behaviors found in EFL classroom are as follows:

a. Chatting

The students were chatting with their neighbor while the lecturer gave instruction to class. Even though the students used low voiced but it disturbed the teaching process. Similar to Newell and Jeffery (2002:13) study that the teacher felt angry, frustrated, and helpless when the students were always talking instead of listening instructions.

b. Playing with Smartphone

When class was running, the students were busy with their phone. They are playing games by hiding the phone behind their friends. Besides, they were checking their social media applications like face book, BBM, messenger, line, and WhatsApp. All the participant in this study found some of their student found this behavior. These students sat in the back or in the corner of the class. It seems, they tried to behave carefully in order the lecturer cannot find their activity.

c. Usuriously

It was found unserious students in the classroom interaction. It means that, when the lecturer gave question to the students, they answer the question without thinking and sources. They only say something that was untrue. In the other hand, it was found also the students did not rise the hand to answer question and give question.

d. Joking too much

Joking or doing humor in the classroom is one way to avoid boring. However, doing joke too much and laughing in the long period because of that joke disturb teaching process. This behavior appear when one of the students response on lecturer's explanation. For some minutes the other students unfocused and the lecturer lost her concentration.

e. Coming late

Even though their lecturers and students had made agreement in lecture contract for time and coming late students, it was not running well. The lecturers gave ten minutes to fifteen minutes as compromise to students who came late. Unfortunately, the students came about twenty to thirty minutes after the class starting.

f. Coming into the class without greeting.

Relating to the behavior above, the students who were late coming in the classroom without greeting. They only came directly and sit in the back. They did not ask permission from the lecturer whether they could come or not to join the class.

2. Lecturers' Communication Strategies on Students' Distruptive Behaviour in English Foreign Language Classroom Interaction

Dealing with those distrative above, the lecturers communicate their instruction verbally and nonverbally as thier strategies. It depends on the situation of students' behavior and lectures' mood. The communication strategeis used by the lecturers in facing students distruptive beahviours are as follows:

a. Using Pointer

Extract 01

"I always provide pointer in my bag, it helps me to present my teaching material and I used to it to point the students who were talking when I explain the lesson...and the effect is that student stop talking and focus on my explanation, the student also says "sorry mom" and stopped to do the same thing until the end of the class.

This strategy is used by the lecturer when she found the students are chatting with their friends. The students chat something that is not related with the lesson given by the lecturer. The lecturer pointed its pointer to the student who are chatting. Usually the pinter is used by the lecturer to help in presentation. The red light of the

pinter make the lecturer easier to show the point of the presentaion. However, in this case pointer was used by the lecturer to control students' behaviour in the class.

b. Warning and engagement

Warning is given by the lecturer when she found there are man and woman students sitting closer and chatting to each other in learning process. The lecturer gave warning directly and ask one of the students move to another chair or position. The students look shy and follow the lecture's instruction by moving to another chair. The effect of this strategy is the students became passive and keep calm in the classroom interaction.

c. Silent strategy

Silent strategy means the lecturer did not say anything to the student who always came late into the classroom. It is because the lecturers have put and explain the lecturer contract in the first meeting of the semester. The students understood the consequence of the behavior. Sometimes, the lecturer could receive the students' reason such as the student has to drop his younger sister to school or his parents were sick. It is understood by the lecturer because the student take permission via sending message.

d. Lecturer contract agreement

Some of the lecturer explain many thing things in lecturer contract at the first meeting of the semester. It is not only made by lecturer but also with the students. The lecturer and students created agreement of learning assessment. It is involved discipline, attendance, attitude and behavior, assignment, mid test, and final test. The lecturer explains all the consequences of the agreement. Then, those agreements put it lecture contract. By understanding the contract, the students kept their behavior and focused on learning process.

e. Tapping table

Tapping the table is used by the lecturer to ask the students stop making noise. The lecturer did not shout by saying "keep silent" because she thought it was not effective. Tapping the table several times loudly means signal for the students. They understand that it was warning and they have to stop and pay attention to the lecturer.

f. Minus system

The students who are not working given exercise, completing the assignment, finishing others assignments in the classroom, no answering of the question, and coming late got minus. The lecturer gave minus mark in the attendance list. Minus system is also used as indicator for the lecturer in scoring students. It is as alarm for the students to behave in order in the classroom. The lecturer counted the minus at the end of semester and considered whether the students past of fail of the course.

g. Doing haptics

Haptics are given by the lecturer to inappropriate behavior in the classroom. When the lecturer found the students, who did not focus on the lesson, the lecturer approached and got closer to the student. The lecturer did haptics by touching student's shoulder slowly and advise him. The student was told to stop doing any activity which is not related to the lesson. The students show positive respond on this strategy.

V. CONCLUSIONS

With the different types of students, origins, learning level, ethical background, and technical skills, the students show different behavior in classroom interaction. The EFL students in university are multicultural, they came from different regency with various character. Sometimes students' behavior cause problems to the teachers, lecturers, and their classmates. This research explored the instructional communication strategies used by the teacher in which students' behaviors underlie various aspects of language teaching. The researcher looked at what those behaviors are, explicated the behavior problems that we as lecturers faced at every step, and suggested instructional communication strategies about these problems that may help lectures to deal with them. It was found some of the students' behavior in EFL classroom were noisy, passive in responding the instruction, discussing when the lecturer gave explanation, chatting, coming late, no greetings, and playing with android in learning process. The findings indicated that the lecturers' communication strategies toward students' inappropriate behaviors were giving special attention to the students, persuasive approach, doing haptics, exampling the study case, warning the students, advise the students, and giving sign to take students attention.

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