

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research questions, purpose of the study, the significance of the study, the scope of the study, clarification of key terms, and organization of the paper.

#### **1.1 Background of the Study**

Interpersonal behavior is one of the essential elements that have to be considered as a teacher professional development aspect. Teachers' interpersonal behaviors create students' impressions. Positive interpersonal behaviors indicate a positive impression. When a student is thinking positively about a teacher, a student will have a positive impression and relationship with the teacher. Besides, interpersonal behavior contributes positively to promote students' classroom engagement and students' participation through teachers' positive personalities. They are indicated having positive roles in students' participation in the classrooms. Furthermore, it is important to involve students' points of view to figure out teachers' interpersonal behaviors that can promote students' participation in EFL classrooms.

Interpersonal behavior is defined as a communication system that represents how communication and interaction occur (Wubbles & Levy, 2005). The way someone does interaction or communication can indicate their personality (Wubbels, Créton, & Hooymayers, 1992). Through interpersonal behaviors and personality, teachers can trigger students to participate in the classrooms. Due to the positive interpersonal behaviors, students' participation and interaction, learning enthusiastic, and motivation can be enhanced. Thus, interpersonal behavior is important to be figured out. They have important roles in the educational field since they affect students' learning outcomes and cognitive development (Brekelmans & Wubbels, 2004; Kyriakides, Creemers, & Antoniou, 2009).

Teachers, nowadays, need to consider their personalities that are performed subconsciously in the classrooms because students can imitate teachers' personalities. As teachers, we have to have a good and positive personality that influences students' positive character building. Generally,

language teachers only focus on how to increase students' cognitive and affective, how to enhance students' speaking skills, but they forget to look for ways to involve students in classroom activities and to increase participation in classrooms. One of the ways to involve students in classroom activities or students' participation is by having positive interpersonal behaviors, such as appreciative and patient.

The teachers' interpersonal behaviors have a positive relationship with students' learning improvement since the teachers have to provide a good classroom environment to help students in order to attain their learning objective and learning improvement (Fry, Ketteridge, & Marshall, 2009). The learning improvement and students' cognitive outcomes are affected by positive teachers-students relationships, effective communication, interaction, and leadership (Susak, 2016). Furthermore, teaching is an activity that involves interaction which is built among the language teachers and students as a supporting system to meet the learning goals and provide quality teaching (Harmer, 2007).

Interpersonal behaviors are defined as a relationship between teachers and students (Brok, Brekelmans, & Wubbels, 2004). They have their own roles in the educational system. They can be implemented in language classroom activities: teaching and learning. These two activities involve interaction and communication. The interaction and communication between teachers-students represent how good interaction and communication between teachers and students to create EFL participative classrooms that affect students' learning improvement (Harmer, 2001). Therefore, teachers are suggested to take more focus on interpersonal relationships, for instance, in students-teachers communication and interaction in order to support the teaching-learning activities. The teachers' interpersonal behaviors can be represented through the communication or interaction and affect to the students' learning outcomes (Panayiotou et al., 2014) motivation (Maulana, Opdenakker, Brok, & Bosker, 2011), and participative and classroom engagement (Uden, Ritzen, & Pieters, 2014). Therefore, understanding interpersonal behaviors are important to help teachers in order to support their students in a learning process, especially in EFL classrooms, and to provide better teaching quality.

The use of interpersonal behavior in the educational field has been investigated and examined for many years. The teachers' interpersonal behaviors, from students' perception, have strongly influenced the students' learning achievement and motivation (Brok, Fisher, & Rickards, 2006). In a Physics classroom, the teachers' interpersonal behaviors work on students' motivation because the teachers control students' learning outcomes and learning processes. Furthermore, interpersonal behaviors imply effective teaching skills (Hein, 2016). In China, the beliefs regard to the interpersonal behaviors were examined the relation between EFL teachers' interpersonal behaviors and the students' language fluency in EFL classrooms and found that one of the interpersonal behavior: teacher cooperation with students, becomes the positive factor that is predicted as a significant factor to influence students' language achievement (Wei, Brok, & Zhou, 2009).

On the other hand, the teachers' interpersonal behaviors are expected to be one of the influential factors that can trigger students to be more participative in classroom activities instead of focusing only on cognitive outcomes or learning improvements. To invite students' participation, teachers could start with creating communicative and interactive classrooms (Opdenakker & Minnaert, 2014). It could be performed through teachers' positive behaviors, such as appreciation or forgive. Through those behaviors, the students will not be intimidated but welcome to be engaged in the classrooms. Effective communication leads to better teaching professionalism, provokes students' critical thinking, and triggers students' learning enthusiasm (Adaba, 2017; Amatari, 2015; Paolini, 2015).

This is in line with the main concern on the MITB (Model for Interpersonal Behavior) concept: to map how interaction and communication occur in the classrooms. MITB is a basic framework of interpersonal behaviors which leads to students-teachers relationship and affects students' cognitive outcomes (Brok et al., 2004). Besides, teachers' specific interpersonal behaviors definitely have influences in encouraging students' participation in classrooms. The several specific behaviors are teachers' respect, appreciation, open-minded, well-prepared, and encouragement (Lee, Sattayawaksakul, Waleesila, & Sriharat, 2009; Mustapha, Abd Rahman, & Yunus, 2010). Those behaviors that could be

performed by the teachers are believed can provide an interactive and active classroom which leads to better teaching quality and professionalism (Harmer, 2007).

Furthermore, the use of teachers' interpersonal behaviors is placed as an essential factor in teaching-learning activities and has a strong influence on students' learning improvements and students' self-regulation (Shahmohammadi, 2014), motivation (Aldhafiri, 2015; Brok, Levy, Brekelmans, & Wubbels, 2005) and cognitive outcomes (Brekelmans & Wubbels, 2004). Exploring the interpersonal behaviors, most of studies used QTI (Questionnaire on Teachers Interaction) (Brok et al., 2004, 2006; Khine, 2001; Koul, 2003; Misbah, Gulikers, Maulana, & Mulder, 2015; Telli, Brok, & Cakiroglu, 2007; Uden et al., 2014; Wubbels, Brekelmans, et al., 2012; Zhu, 2013). In Indonesia, a concern about investigating interpersonal behaviors is hard to be found (Maulana et al., 2011).

Filling the gaps from the previous studies: examined the interpersonal behaviors in students' learning achievements (Brok et al., 2006) and the study was commonly conducted in science classrooms (Hein, 2016), the present study takes a different focus. The present study is conducted in the Indonesian EFL classrooms and focuses on investigating the teachers' interpersonal behaviors in promoting EFL students' participation by involving students' point of view. This study wants to explore the way teachers trigger students to participate actively in EFL classrooms through communication and behaviors. Further, it is necessary to involve students' points of view about their teacher in order to obtain the reflective feedback of teaching performance or teaching quality in the classrooms (Khine & Fisher, 2006). The present study wants to know how the interpersonal behaviors can have positive contributions to promote students' participation in Indonesian EFL classrooms as perceived by the students. Moreover, to gain comprehensive information, it utilizes three kinds of research instruments: field-notes observation, questionnaires, and interview sections.

## 1.2 Research Questions

A research question works as a guide to find the result. This present study focuses on investigating teachers' interpersonal behaviors in promoting participative language classrooms. Based on the focus, the study proposes two research questions, as follows.

1. What are teachers' interpersonal behaviors that can promote students' participation in the EFL classrooms as perceived by students?
2. To what extent do the teachers' interpersonal behaviors promote active and participative EFL classrooms as perceived by the students?

## 1.3 Purposes of the Study

This present study proposes the aims as follows.

1. To investigate which of the teachers' interpersonal behaviors promote participative English classroom context
2. To describe how the interpersonal behaviors promote participative English language learning classrooms

## 1.4 Significance of the Study

Investigating the teachers' interpersonal behaviors in promoting a participative learning environment is important because teachers can develop their professionalism not only in pedagogical knowledge but also in behavior. Moreover, this study is expected to give contributions to the three main elements in the world of education: policy-makers, teachers, and further researchers. For the Indonesian policy-makers, this finding is expected to inform the importance of interpersonal behaviors possessed by the teachers, so that the policy-makers can provide more professional development training to improve teachers' positive interpersonal behaviors in order to help students' learning process. For teachers, this study is expected can provide several effective behaviors to facilitate students' participation in the classrooms that affects their learning improvement and also to draw new views toward the positive effects of teachers-students relationship in the classrooms. Lastly is a benefit for further researchers. The findings are expected to be one of the basic foundations on how to increase

students' participation in language classrooms and become the current reference for the teaching profession in Indonesia.

### **1.5 Scope of the Study**

The present study presents the investigation of teachers' interpersonal behaviors that are believed can promote learners' participation in EFL classrooms and create participative classrooms. As a consideration, the research is implemented in language classrooms, especially in teaching-learning activities. This investigation study involves students' perception of their teachers' interpersonal behaviors and how the interpersonal behaviors are performed in the classroom to promote EFL participative classroom.

### **1.6 Clarification of Key Terms**

The present study has two main terminologies as the issue: first is interpersonal behavior and the second is the participative language classrooms. The definitions of these words address the general understanding.

#### **1.6.1 Interpersonal Behaviors**

Interpersonal behavior defines as teachers-students interaction and relationship. Interpersonal behavior is a part of the communicative approach system including student-teacher interaction and relationships in the classrooms (Brekelmans & Wubbels, 2004). In this present study, the interpersonal behaviors defined as the behaviors that teachers have and perform in the classroom. These interpersonal behaviors cover how the teachers communicate, interact, and have a relationship between teachers-students. Thus, this study covers how communication and interaction occur in classrooms during classroom activities.

The interpersonal behavior in this context includes influence (dominance-submission) and proximity (opposition-cooperation) dimensions. Thus, they have been categorized into eight sectors: leadership, helpful/friendly, understanding, students' freedom and responsibility, uncertain, dissatisfied, admonishing, and strict. These sectors were transmitted from MITB (Model for Teacher Interpersonal Behaviors) concept that is used as the present study framework (Brok, Fisher, & Koul, 2005).

### **1.6.2 Participative Classroom**

Participative classroom defines as a class with enthusiasm and cooperative students. They have excitement to learn, to share an idea, to speak up, and to be able to express. According to Vadric (2000), a participative classroom relates to the activity of students who want to speak in the classroom, answer questions, share ideas, join in the discussion and other learning activities. Classroom participation is defined as students respond actively in all of the classroom activities (Crosthwaite, Bailey, & Meeker, 2015).

Classroom participation or classroom engagement requires students to be able to develop their skills and expects can facilitate them to participate through conversation, share ideas, question or answer, and other activities (Wright, 2014). It stimulates students' ability in learning a language. Therefore this present study uses the term of classroom participation and relates it to the teachers' interpersonal behaviors in language classrooms.

### **1.7 The Organization of Paper**

This present study provided five chapters. The first chapter covers the introduction of the present study, including the background of the study, research questions, purposes of the study, significance of the study, scope, and terminologies that are used in the study. The second chapter is the literature review. It covers the theories of the issues, the framework, and previous studies to support the present study. Then, the next chapter is the research methodology. In this chapter, the present study provides detail information about the research technique, including the ways of data collection method, the data analysis, and collecting data procedures. Then, chapter three provides how the data is triangulated and reported descriptively. The fourth chapter is the data analysis and data interpretation and would be closed in the fifth chapter in which states the conclusion, implication, and recommendation