

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the conclusion of the study, the implications and the recommendation from the researcher for further research. The conclusion comes from the research findings to answer two research questions proposed.

5.1 Conclusions

Generally, the concept of interpersonal behavior represents the sequences of human interaction: who are controlling communication dominantly and how the communication occurred between students and teachers in the classrooms. The present study investigated teachers' interpersonal behaviors that promote students' participation during classroom activities by involving students' points of view. This study reported several teachers' interpersonal behaviors that were performed by the teachers in the EFL classrooms which indicated have positive contributions in promoting and encouraging students to participate in EFL classrooms. Interpersonal behaviors worked as one of the important elements in teachers' teaching professionalism in order to provide better teaching quality, enhance students-teachers relationships, and increase students' learning achievements.

In response to the research questions proposed, the present study utilized QTI and other research instruments. It was found that the several interpersonal behaviors gained the highest percentages in the classrooms as perceived by the students came from the DC: leadership sector, CD: helping/friendly sector, CS: understanding sector. Meanwhile, the opposite sectors which are gained the highest percentage in this study were OD: admonishing and DO: strict. Each of the behaviors has gained different percentages which represent different classrooms' communication styles between teacher #1 and #2 in their own classrooms.

The teachers' interpersonal behaviors that indicated have positive roles in promoting students' participation could be seen through their personalities performed in EFL classrooms. Understanding students, forgiving, becoming patient and appreciative teachers, and caring for students become several positive teachers' personalities that were performed through the sectors in the MITB.

These positive personalities are indicated to have positive contributions in promoting EFL students' participation in classroom activities, such as asking, responding, answering questions, listening to the teachers, doing assignments, taking notes, and other learning activities (Ghalley & Rai, 2019). These positive behaviors represent how teachers and students build their relationship through communication and interaction (Brekelmans et al., 2005). If a student asked the teacher about one thing, interpersonal behavior indicates how the teacher answered the student's question.

Further, the students who were involved in this study stated that through teachers' kindness, welcome, patience, warmth, and push-less, they got more enthusiastic to explore English with less anxiety, confidently to speak up, and understand the lesson more. Through these behaviors, the present study confirmed that the students were triggered to have more participation in the classrooms because they know that they would not be judged by the teachers if making mistakes. They were free to ask, to express ideas, to be critical students, to speak up, to make a decision in their small groups, and to build interaction with teachers or other students; however, more often the classrooms were leading by the teachers.

The teachers' leadership promotes students to not mind doing a mistake as a learning process. The students can ask for anything with the teachers in the classrooms. Teachers' applause or appreciation triggers students to take more chances to participate in the classrooms. The teachers with strong leadership (teacher #1 and teacher #2) are open-minded people who allow students to share their points of view in the classrooms. Teachers with strong leadership are defined as the best teacher. They are strong in leadership, more friendly, and understanding. Teachers with strong leadership are able to control classrooms and they are able to create supportive classrooms. It has strong relationships with students' academic success (Grant, 2018).

The use of teachers' interpersonal behavior works on creating conducive, supportive, and participative classrooms' atmosphere. Those behaviors represent teachers' ability in classrooms' engagement. Interpersonal behaviors also affect students-teachers interpersonal relationships and effective teaching-learning

activities. However, oppositional behaviors have been figured out also. The present study pointed out that the opposite behaviors, such as admonishing and strict, performed to maintain and control classrooms' regulation and to discipline students.

Teachers' interpersonal behaviors have positive roles in promoting students' participation, providing participative classrooms, and building teachers-students relationship. Those roles are helpful in creating positive learning environments to enhance students' improvements. The study pointed out that teachers with strong leadership and strong understanding are more preferable to be taught in the classrooms. It is supported by the study of interpersonal behaviors (Wubbles & Levy, 2005). Meanwhile, the opposite behaviors, such as admonishing and strict were useful to maintain classrooms' control and regulations instead of participative classrooms. Teachers' positive behaviors, such as fun, kindness, appreciation, and open-minded is more preferable factors in creating classrooms participation than a teacher with opposite behaviors, such as giving a lot of free time y nothing, seemed to hesitate, judges, or grumpy, can get students' less-respect.

On the other hand, other sectors that did not contribute to promoting EFL students' participation are SC: student responsibility/ freedom, SO: uncertain, and OS: dissatisfied. These three sectors did not represent the teachers' behaviors in promoting and encouraging students' participation. Moreover, these opposite behaviors did not contain the positive behaviors of teachers toward their students. Therefore, the present study confirmed that these three sectors of interpersonal behaviors did not have positive contributions in promoting students' participation due to negative behaviors provided. If the teachers were perceived those three sectors positively in higher percentages, the uncontrolled learning environments will occur. Students with less respect toward teachers and a low level of achievement can be figured out obviously.

It is necessary to be highlighted that teachers' personalities and interpersonal behaviors are useful to encounter unexpected classroom conditions, such as disruptive students. The interpersonal behaviors, such as strict, can help teachers to commit to the classrooms regulation (Maulana et al., 2011; Telli et al.,

2007). It contradicts the study that pointed out about the teacher with strictness and hypersensitive that makes a less-participatory classroom (Pettigrew et al., 2014). Hence, those interpersonal behaviors are helpful as problem-solving in facing disruptive students since the teachers' warning and strictness can minimize students' unexpected behaviors. Therefore, the teachers' interpersonal behaviors play an important role in providing conducive, supportive and active classrooms in which increases students' participation in classroom activities.

Considering interpersonal behaviors as a communication system, thus, this study figured out that teachers #1 and #2 performed their interpersonal behaviors subconsciously to trigger students' involvement in the classrooms. Undeniable, the teachers, in this study, took more portions and roles in the classroom activities since the study was conducted in junior high schools. Moreover, those behaviors are helpful to help teachers and students in teaching and learning activities in the classrooms. As mentioned earlier and supported by experts, the teachers' professionalism can be seen through teachers' willingness in classrooms' engagement, students' participation and involvement in classroom activities. The students' involvement and participation build a teachers-students relationship that contributes positively to students' learning improvements and cognitive outcomes.

In conclusion, to provide EFL participative classrooms, teachers cannot expect that students would keep silent because they were invited to respond and involve in classroom interaction and activities. Moreover, the focus of the teaching language is on enhancing students' speaking and communication skill. Disruptive students could be found in the classrooms because it is a common phenomenon in the educational field; however, the teachers were challenged: how to encounter disruptive students and change unexpected behaviors. The present study highlighted that the admonishing and strict sectors are appropriate to be implemented as a way to minimize classroom disruptions and to enhance students' discipline. These two behaviors did not have contributions in creating participative classrooms but they are suitable for the classrooms' control and management.

After drawing all the data obtained in this study, the present study found that the two teachers have tried to encourage students' participation, but in fact,

the students' participation was limited in asking-answering questions, presenting, or responding teachers-students' question. They did not encourage themselves to be more participative learners in EFL classrooms.

5.2 Implications

After conducting and gaining the information, this present study was expected could benefit the following elements. After conducting and gaining the information, this present study was expected could benefit for the several elements. The first element is the policy makers. The findings of this study benefit to the policy-makers dealing with the regulation of requirements for teachers teaching professionalism. The policy-maker is suggested considering interpersonal behaviors as one of the main concerns for the teachers' professional requirement. The regulation will not only focus on pedagogical knowledge but also on classroom engagement and an interpersonal relationship. Moreover, the teachers have to look deeply about their own personality which reflects their teaching willingness and leads to the students' impression and relationship.

The second element is the teacher. The findings of the study affect the teachers' self-development. These behaviors can be found in the daily teaching and learning activities subconsciously which perform interpersonal behaviors in a good way to help students in learning activities and provide better quality teaching. Furthermore, it was beneficial to know which of interpersonal behaviors are necessary to be increased and decreased. In addition, involving students' points of view to assess our teaching quality is necessary to get students' direct feedback. It becomes one way to get an objective teachers' self-reflection to improve teachers' pedagogy knowledge and teaching quality.

The third element is for scholars/ academic researcher. This study is expected can be one basic foundation that inspires other researchers to look deeply at an interpersonal behavior concept because of its impact on students' learning activities. It is also considered as one of the professional development issues that are necessary to be researched further because there are only a few studies that are concerning this issue in the Indonesia context.

5.3 Recommendations and Limitation of the Study

Besides the implication, this present study provided the recommendation of the study for further researchers. These are the recommendations of the study, as follows.

5.3.1 Recommendations

Conducting better future research on a similar topic with the study, the researcher provided several recommendations and suggestions for further researches as the following.

Firstly, a similar concern and topic can be expanded to figure out the relation between teachers' interpersonal behaviors and students' cognitive-affective achievement. Considering the findings of the present study which provides positive findings in students' participation, then the students' cognitive and affective improvement can be taken into account. Second, the study about interpersonal behaviors is interesting to be conducted at a higher level of education, such as a university, to explore the relationship between lecturers and students. It sounds challenging because the lecturers are needed to be observed while the topic was sounded sensitive and it is a bit hard to convince people. The different teaching-learning styles in the university can be taken into consideration before dealing to conduct the study. Thirdly, considering the researcher challenges to gain the data from participants in this present study because of a sensitive topic, this study suggests inviting senior high school students to be participants to gain more information through dialogue. Fifth, conducting future research, the gender of the teacher and the importance of positive relationships between teachers and students in the classrooms can be taken into account as a variable to be researched. And the last, this study recommends a longer time to explore and to observe teachers under the same concern of this study in order to gather deeper data and explore the findings.

5.3.2 Limitations of the Study

The present study has limitations and weaknesses. There are several limitations and weaknesses provided in this study as follows.

- a. This study was conducted to investigate teachers' interpersonal behaviors that were performed in the classrooms to promote students' participation

by involving students' ideas. However, it challenged the researcher in order to gain information from the students because they hesitated to explore what they think about the teachers.

- b. Considering the ethical issues relating to the research focus, this study was hard to find the teachers who wanted to be observed. Before doing classroom observations, the researcher ensured and convinced the teachers about the participants' confidentiality.
- c. The study only concerned on students' participation in EFL classroom activities instead of the influence of the interpersonal behaviors toward students' learning achievement and cognitive-affective outcomes.
- d. The present study did not explore more about the teachers-students relationship due to participants' availabilities and the researcher's willingness.