

How Should Teaching Communication on the 21st Century? A basic component to prevent Teacher-Student Disputes in Classroom

M. Mamduh Winangun, mamduhm77@upi.edu Universitas Pendidikan Indonesia

The disputes between teacher and students is very potential to rise because of bad teaching communication. This article addresses how should the teachers communicate to their students in the classroom on the 21st century, especially to prevent the disputes between them. It is descriptive research based on literature study published on the beginning of the 21st century and old article journal to make a comparitation. Through this research, the author expects this article can be reference to face disputes of teachers and students nowadays.

Keywords; teaching communication, disputes between teacher and students

Introduction

According to James C McCroskey (1982), the definition of communication competence had dominant behavioral tone. He believed that most representative definition was what Larson, Backlund, Redmond and Barbour said about communication competence, that it was the ability on an individual to demonstrate knowledge of the appropriate communicative behavior in given situation. From that judgement, we have two keywords; demonstrate knowledge and appropriate communication behavior. In this context, Corina Eurea (2015) has same view about the relation communication and behavior in the proceeding which is title, "Classroom Environment between Stimulation and Discouragement. Teacher's Contribution to Creating A new Socio-affective Favoring The Teacher-Student Communication" that communication has a major influence on shaping human personality because the individual defines oneself in relation to others and self is built through interaction with peers. From these explanations, we knows how important teaching communication on not only to develop student acknowledges but also to make student attitude better.

Connecting with teaching communication in class room, Nicoleta Duta (2014) admites that communication is an indispencable factor in teaching-learning process. Good communication, between teacher and students, in a class room makes positive relation which become important basic to achive learning objective in cognitive, affective and psikomotor aspects. Eventhough, it is seen complicated, Corina Eurea (2015) admites that student-teacher communication is a largely encountered topic in literature, being of major concern due to complexity of social life, a teacher must have a competence on teaching communication. Thus, teacher have no choice, even how complicated the teaching communication they have to know and communicate well to their student.

Affection of teacher-student in the classroom is very important. Corina Eurea (2015) on her research find that it is necesery for the teachers to treat students with special attention, to enter

their universe, know their passions, hobbies to relate with children outside school, in extra curricular activities, to know their families, home and entourage. Therefore, teachers could make good class environment from their communication to the students for presenting more affection between them.

Sometimes, teachers could not be a good communicator for their students. It will make negative impact for their relations. As Ramona Henter (2015) find on his research, there are disputes between teacher and students. Ramona says that students disagree on the communication process conducted in the context of formal school and many teacher communication opinions. Ramona thought that teacher-student disputes regarding the communication process emphasize the communication barriers and distortions of the transmission and reception of a message in class communication.

We can say that if a teacher and his/her students communicate whorse, it is very difficult to achieve learning objectives, even if it is not only variable that influences this achievement. One thing that is very posible to be an obstacle to achieve learning objective, as Ramona Ramona said in the proceeding, is when some disputes raise in teacher-student communication. Based on the research, it is important to study the teacher-student communication to know how should the teachers communicate to their student on 21st century to prevent teacher-student disputes in classroom?

Method

This research is descriptive research which based on library study. The author analyze data from Ramona Henter (2015) research as the prime reference. Then, those data were combined with researchs, such as Corina Eurea (2015), Nicola Duta (2015), Fahainis Mohd. Yusuf, Hasliana Halim (2014) and Lore Van Praag, Peter A.J. Stevens, Mieke Van Houtte (2017), to describe how teachers should communicate to their students nowadays. In this article, there are two journals of teaching communication which is wroten on the last 20th last century but both of them were published on 2009, these are Churcill L. Roberts, Samuel L. Becker (1978) and McCroskey, J. C (1982). Those journals will be used just for adding the concept.

Result and Discussion

Teaching communication in classroom is a problem must be solved in short time. Viewing this problem as unpriority is a basic mistake, not only in learning process, but also in achieving learning objectives. Through a observation, Carolina (2015) explains if school life is riddled with negative emotions – tensions, discontent, fear, conflicts, dissatisfaction and threats, the feeling that they are not understood and listened to, that they are threated with indifference and contempt, then children are not willing to go to school; they do not out of pleasure out of obligation, because there is nothing they can do against it. It's mean that students are not comfortable in the school. Finally, it is very dificult for teacher to guide them to achieve some competences they should get. The basic way to achieve learning objectives is make sure that the teaching communication is run well.

Teacher-student disputes will potentially rise because of miscommunication between them. Then, some miscommunications that rise in the classroom will be disputes because of different views of communication. Ramona Henter (2015) finds some different views concerning communication in the classroom which become disputes between teacher and student.

Ramona use two questionnaires in this research, these are for students and teachers. From 110 questionnaires for teachers and 150 questionnaires for students that were distributed, there were 92 teachers and 127 students who fill the questionnaires. 35 items in the questionnaires are divided into 5 items on factual data, and 30 items on aimed at teachers and students about their views of didactic communication. The factual data on teacher consist of gender, age, professional degree, experience, and specialty. While students were gender, class, grade point average, urban/rural residence, material conditions and types of family. Some classifications of respondents which is involved in the research could be seen in Tabel 1.

Tabel 1. Respondent classification background

Sample classification	Genders	Teaching degree	Age	Subject matters	Teaching experience
Teachers (t)	30,43% males, and 69,57% females.	1 st 25%, 2 nd 57,61%, and 3 rd 17,39	25-35 in age 20,65%, 35-45 in age 52,17%, 45-55 in age 27,18%	Mathematics 22,82%, literaturater language 34,79%, History 8,69%, Geography 11,96%, Biology 4,35%, English Language 7,61%, French Language, 6,52%, and Physical Education and Sport Teachers 3,26%.	2-10 years 41.30%, 11-20 years 44,57%, and 21-30 years 14,13%.
Sample Clasification	Genders	Material conditioans	Area of Residence	Grade	Family Conditions
Students (s)	57,48% females, and 42,52% males.	8,66% Poor, 67,72% Good, and 23,62% Very Good	66,14% Urban, and 33,86% Rural.	21,26% 5 th grades, 40,15% 6 th grades, 22,05% 7 th grades, and 16,53 8 th grades	18,11% had only one parent and the rest, and 81,89% had a nuclear family

There are four main topic which analyze about disputes from the research. The four topics are factor influencing communication, domminate language in communication, the obstacles during communication, and communication attitude. To get the data of these four topics, Ramona use instruments. General description of the instruments can be seen in Tabel 2.

Tabel 2. Instrument description

Types of questionnaires questions	Expressing opinions on languages that dominate communication	Obstacles in Communication	The attitudes between transmitter and receiver during communication	Asking for solutions or recommendations for effective communications
Quantity of questions	7	6	10	3
Type of questions	Multiple Choices	Open answer	Multiple Choices	Open answers
Example of questions on teachers	When I say something, I prefer a) to have an expressing adequate tone, b) to express myself clearly, c) to make gestures with hands.	Students don't pay attention on the class because?	Transmitter; The most common position on teaching is a) standing, b) writing on the blackboard, c) walking around the class	To improve communication, I propose?

There are some different opinions in factors that influence teacher-student communication. There are so many disputes in the data such as; students hope interculator's good mood (t=14.13%, s=80.31%), ability to relate (t=4.38%, s=77.16%) and dynamics between teacher and student (t=9,78%, s=63.78%) on teaching communication and was admitted as factor which influences communication. On the other hand, teacher felt representation on task and context (t=85.57%, s=8.66%) low-level of decoding (t=77.17%, s=0%), interculators' repertories (t=56.52%, s=18,89%) student's attitude towards learning (t=80.43%, s=0%), formal context (t=14.13%, s=30.70%), size of student groups (t=59,78%, s=13.38), and placing furniture (t=33,69, s=20,47%) as factor which influence their communication in the class.

If we generalize the data, we can conclude that many teachers admit the relation between teacher and student must be not closer. Most of them focus on what the student must get in the class as we look on some aspects such as ongoing evaluation, representations on task and context, low level of decoding, interculators' repertories, students' attitude towards learning, and level of knowledge. On the other hand, some aspects of this topic prove that student want to relate closely with their teacher such as in interculators' good mood, and ability to relate.

From his article, Nicoleta Duta (2015) suggest that teacher-student communication must be more open. An open communication, without the certain restrictions, increases the confidence of student as class member and it will make them more productive. In this case, if we take the middle point, firstly, teacher should make good relation to their student as appropriate as the class condition and secondly, the teacher could argue the student to understand the acknowledge objectives.

The importance of dynamic teaching is not only was written in 21st century but also in 20th teaching had admitted as important component on teaching communication. Chunhill L. Roberts and Samuel L. Becker (1978), on his research which title Communication Skill as Predictors of

Supervisor and Student Ratings of Teacher get that the best predictor of student evaluation of teacher was dynamism. The more dynamic the teacher, the higher the chances were that he received a high student rating. Besides, the more positive reinforcement that was shown the higher student rating of teacher. It's been long time that dynamic teaching is said as good way to teach in the class.

Lore Van Praag, Peter A.J. Stevens, Mieke Van Houtte (2017), in their analysis, suggest the importance of studying student-teacher within its broader classroom and school context. They also said that humor is very important as the way used to strengthen or challenge student - teacher relationships reflect classroom practices and cultures. From this explanation, the function of humor across classroom context, or in relationship to different audiences.

Ramona also find that teachers should use non-verbal languages when they interact with their students. In this research, the teachers prefer to use verbal language as communication method when teaching (t=65.57%, s=8.66%). While many students wish their teacher use non-verbal language (t=8.69%, s=71.65%). The teacher-student communication problems were also found by Ramona about the obstacles inhibit teaching communication. The main dispute from the research that teachers want a quiet classroom, which listens and achieves the tasks, while student wish a partnership in communication where they are able to express their personality. The opinions between teacher and students are more distributed when asking about the obstacle communication in the class.

Non-verbal language at this context mean indirect communication. Churchill L. Roberts, Samuel L. Becker (1978) find that the student appreciate if their teachers use indirect communication. They will feel their teacher give them more affection. As Corina Iurea (2015) said, the teacher's training is not the only necessary skill, as maybe as maybe was the case in the past, nowadays teachers should also possess some spiritual dimensions which was facilitated by interpersonal relation, cooperation, and authentic communication. Student hope that school should be transformed from official formal place to welcoming and attractive place. Nowadays, teachers should create a friendly school in which student feel safe, protected, important and loved.

Non-verbal language or indirect communication is very important to use on teaching communication. Fahainis Mohd. Yusuf, Hasliana Halim (2014) explains how to communicate with non verbal languages. The use of eye contact in order to get student responds, hold the attention to encourage them to listen student can be implemented when teaching. It's important for teacher to notice the hand movement to point out that the materials is important to understand. The core is teacher should give the best facial expression, especially a smile. Teachers should keep their smile when student make the first mistake, maybe it can be reduced for the second and so on. When the student feel confusion, nervous, shy, it's better for teacher to furrow their eyebrows to show that they care even though what they teach is still not understood by their students.

Specifically, Ramona said that the attitude expressed during communication by the students and teachers, are different. Teachers consider that they adopt encouraging attitudes, while students say that teachers adopt inhibitory attitudes. For an effective communication, teachers more use distancing themselves in space, whereas students prefer spatial proximity. Teachers are

focused on capturing attention, unlike students who want to be given attention. At the end of the research, Ramona ask the teachers to give solutions or recommendations for solving the disputes. The teachers propose a closer partnership between home and school, psychological counseling for students. On the other hand, the students recommend to improve didactic communication and it could be achieved form a partnership in communication, learning communication techniques and professional approach to teacher-student relationship.

Maria-Monica Popescu-Mitroi, Liliana-luminita Todorescu, Anca Greculescu (2015) also give sugestion about the way for improving teaching communication. They believe, from their research, that it is training the communicative competences. They conclude that the more a person is exposed to social situations, the higher the level of communicative competence. The result show that a teacher should be interacted more in social life and improve their communicative competence naturally.

Conclusion

The disputes between teacher and student in the classroom are very important problem to prevent. There are four points that relate about disputes in teaching communication such as factors influencing communication, languages that dominate communication, the obstacles in communication, attitude during communication. This will make some miscommunication that effect to the student-teacher communication. The disputes will make activity learning become dread. In this case, teachers must improve their teaching communication competence in the class. From this research, there are many methode for communicating in the class that teacher should; make a dynamic communication, use more nonverbal language, give more affection, attention, and motivation, and make some humors to retracts barriers. The author relize that this article is still poor of information. Therefore, the same research with other methods, especially, experiment in the class is very good to get more facts of teacher-student disputes.

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