

## **An Analysis on Speech Styles Used by English Lecturers**

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### **Abstract**

*The objectives of this research were to (1) find out the types of speech styles used by English lecturers in teaching-learning process and (2) explore the impact of lecturers' speech style on the students' attitude towards the lesson. The method of this research was a qualitative descriptive research. There were 2 lecturers and 30 students of 4th semester as the participants of this research. The data were obtained through observation checklist, interview, and video/audio recording. The data from audio recording were transcribed into written form to be analyzed. The result of this research showed that there were 4 speech styles were used by the English lecturer such as formal style, consultative style, casual style, and intimate style. The lecturers used 2 to 4 speech style in teaching-learning process. The impact of lecturer speech style on the students' attitude towards the lesson, based on the result of the observation and the interview with the students, can be concluded: first, the use of formal speech style did not make the students participate actively and enthusiastically in the lesson even though some students feel that the use of formal style in teaching-learning process could give them more lesson on the language and some feel it is easier to understand the lesson. It is because they felt anxious about the grammatical error that may occur when they speak. Second, the use of consultative style motivated the students to learn more because they felt challenging when the teacher asked them their prior knowledge or opinion regarding the lesson material. The students also participate actively in the class discussion because they think when their lecturers ask them questions; their lecturer is testing their knowledge and ability. It is also stimulated by the belief about effective students is the one who participate actively in the class. Third, the students participate actively and enthusiastically when the lecturer used casual speech style because they do not have to be anxious of the grammar when they speak. The students feel relax and comfortable because the language that is used by the lecturer is the language that they used every day. Fourth, the use of intimate speech style got the students participate actively in the class and got more interested in the lesson. This speech style made the students felt relax and comfortable in the lesson because they felt a close lecturer-students relationship.*

**Keywords:** *Teaching English, Speech Style, Students' Attitude*

## INTRODUCTION

People have their own style in expressing their thought and mind through different speech style. Choosing the appropriate language and style to communicate with others is necessary because the speaker's speech style will interfere with the speaker's ability to convey the message. The speaker may alter their delivery style to manipulate or affect the environment they desire, as well as to convey nuances of meaning and personal intent (Trudgil, 2000). According to Powell and Powell (2016), different contexts necessitated different styles of speeches.

In educational context, classroom is not only a place that facilitates students to improve their competences in learning the subject but also a social community that builds relationships between participants. Classroom engagement, according to Lawson and Lawson (2013), is defined as "what happens in the classroom." The transaction between persons within the classroom; between teachers and students, and students with one another, is at the core of classroom engagement.

In teaching-learning process, all classroom activities revolve around communication. Harmer (1998) indicated that the way teacher talk to students is one of the crucial skills that a teacher should have. The teacher's talk is one of the most effective components of the teaching and learning process. Teacher speak is the language that teachers use to interact with language learners, and it is motivated by the need to communicate. According to Martlew et al (2010), teachers handle classroom language learners differently from other types of students in the classroom. In order to facilitate communication, they make changes to both the form and function of the language. These adjustments are referred to as "teacher talk". Wrench, Richmond, and Joan (2009) also stated that effective teacher is an effective communicator. When a teacher simply speaks to their students and sees whether they understand, they are not only offering the best subject lesson, but also the best language instruction (Krashen and Terrell, 1998). In conclusion, what the teacher said is critical in order to effectively interact with the students and to stimulate, motivate, and encourage them to talk and respond.

Quality of classroom communication is one of the variables that affect the level and the type of achievement and also the degree of students' acquirement on the specific knowledge, skills, and attitudes (Barker 1982). It is possible to develop a close relationship between a teacher and a student through establishing good communication between them. Teachers' and students' relationships, as well as cooperative peer relationships and the positive classroom interactions that result from these relationships, have been linked to student motivation and engagement (Pianta and Allen in Alicea et al 2016). Norton (1977) also found that there is relation between the ways teacher communicates within the classroom to teacher effectiveness. Nevertheless, as Wicaksono (2016) pointed out, when it comes to teaching language, teachers rarely evaluate whether or not what they say in class will inspire students to participate actively. Therefore, the researcher interested to conduct a research on lecturers' speech style based on Joos' (1967) theory which aimed to find out the kinds of speech style are used by the English lecturers in teaching the students and the impacts of the lecturers' speech style to the students' attitudes in the teaching-learning process.

## LITERATURE REVIEW

### 1. Speech Style

Style, according to Chaika (1982), is the choice of linguistic forms to transmit social or aesthetic consequences. Romaine (2000) claims that styles exhibit relationships with other social elements in addition to sharing some of the same linguistic features in patterns of regional and social dialect divergence. According to Joos (1967), a speaker's speech style is the type of language he or she uses, which is defined by the degree of formality. Meanwhile, Chaika (1982) stated that the spoken and written language styles can be studied from various perspectives: Words, grammar, and pronunciation are all important factors to consider. Then, Baxter (2010) stated that speech style is language of females and males which contain feminine orientation such as focusing on the relationship, connection and also masculine orientation such as focusing on self and separateness.

#### a. Types and Characteristics of Speech Style

Joos (1967) classified speech styles into five categories known as The Five Clocks: frozen style, formal style, consultative style, casual style, and intimate style. Joos refers to the most enigmatic clock as "frozen" language or a "formative clock." It's the language in a work that has to hold up to repeated readings, that has to address an audience of complete strangers, and that can't rely on the speaker's intonation or the reader/request hearer's for explanation. When the audience is too vast to allow involvement and the speaker is unsure how much the audience already knows or how they will react, formal is required. As a result, the language must become more consistent, detached, and instructive. Consultative language is employed when talking to strangers, distant acquaintances, or unequally ranked coworkers. Casual usually the language used for friends, acquaintances, insiders, making use of slang, ellipses, and verbal formulas ("got it"); intimate, the language used between, say, a husband and wife, almost nonverbal.

##### 1) *Frozen Style*

Frozen style is a formal style designed to be preserved and used in formal settings such as palaces, church rituals, state ceremonies, and other ceremonial settings (Joos, 1967). It is also called as Oratorical style. In public speaking in front of a big audience, an oratorical style is used; text is carefully arranged in advance, tone is slightly overdone, and a variety of rhetorical devices are used. This technique entails a large gathering of people who are all acquainted. This manner, however, is aimed not only at outsiders at the time, but also at posterity. It also makes use of conventional, ritualized terms that help listeners or readers to recognize the significant speech event in which it is situated, such as a wedding vow or a judicial sentencing. Although the Frozen style is typically monologue-based, there are a few exceptions. It can also be incorporated in discussion if each participant in the interaction has a specific verbal role to play. In a courtroom, for example, there are judges, witnesses, juries, and so on.

##### 2) *Formal Style*

Formal style is frequently utilized in formal situations where there is little or no common history and communication is primarily one-way with little or no reaction from the audience, such as at a graduation ceremony or when speaking to medium or large groups (Joos) (1967). It can also be used while speaking to a single listener, such as between strangers.

Formal style is also called as deliberative style. It is also used in addressing audiences; usually, audiences are too large to allow effective interaction between speakers and listeners,

albeit the forms are not as polished as those in an oratorical style, such as those in a standard university classroom lecture, which is often delivered in a deliberative style.

The fact that formal writing is technical (S+V+O+C) reflects the fact that formal style is usually focused on a particular topic. Thus, most scholar or technical reports use this style. Formal style, according to Chaika (1982), is a style intended to inform: its dominant characters. In consultation, something that is unavoidably supplementary; in informal conversation, something that is unavoidably incidental. Intimacy is missing.

### 3) *Consultative Style*

Consultative style is a style used in semi-formal communication. It is imperative to highlight that consultative is the systems focal point because it is primarily concerned with speech style. It is a certain form of language that all speakers must be able to communicate in. According to Martin Joos (1967), consultative style is what we use to get along with strangers who speak our language but have a different reservoir of information. The most orally conducted every day commercial transactions, particularly between chance acquaintances, are done in a consultative approach. Except among close friends, it is the most common mode of communication in small groups.

Consultative style is categorized into two features. The first speaker provides background information and does not assume that she or he will be understood if she or he does not do so. The second significant feature of consultative style is the common occurrence of consultative speech between two people. While one person is speaking, the others respond in short bursts, the majority of which are drawn from a limited set of standardized signals.

### 4) *Casual Style*

Casual style, according to Joos (1967), is employed among friends and employees when an informal mood is appropriated and wanted, such as outside the classroom where students converse. The background information is freely inserted into casual conversation. It is only used among insiders, and only members of the group assume it to be acquainted with teenagers or a certain adolescent clique.

### 5) *Intimate Style*

An intimate utterance keeps information from being revealed to the addressee outside of the speaker's skin Joos (1967). "Hey, dear, how are you doing?" is an example of this technique. As a result, intimate style is a completely private language that only family and close friends can understand. Normally, the intimate style is used in pair. It excludes public information and shows a very close relationship. Ellipsis, deletion, fast, slurred, pronunciation, nonverbal communication, and confidential code are also the features of intimate style.

## **b. Teachers' Speech in Teaching-Learning Process**

Teaching is about building relationships with students and celebrating their accomplishments. It all boils down to developing an efficient and effective communication relationship with the students. Establishing an effective communication relationship entails attention on what is communicated, how information is "packaged" to enhance student understanding, and how teachers and students communicate with one another. Establishing an effective communication relationship means focusing on how teachers and students feel about each other, about the communication process, and about what is being taught and learned. (Wrench, Richmond, and Joan, 2009).

Teaching is the activity of organizing the student activities and providing good learning facilities so that the students can learn well. Teaching, according to Brown (2007), is leading and fostering learning, as well as enabling the learner to learn and establishing the conditions for learning. In teaching, it is the teacher's responsibility to guide and facilitate students' learning, provide resources, and create a positive learning environment in order to maximize the effectiveness of the teaching and learning process. In a simplest term, teaching is the activity of a teacher or lecturer to assist, guide, and demonstrate to students how to acquire knowledge and skills in a subject that they must comprehend during the learning process, as the skills acquired by students during learning activities will provide an insight into each student's future in society. In addition, teaching is not only a process of transferring knowledge, facilitating and giving instructions learner to learn in the teaching learning process but also organizing environment to create a particular condition to be able to get an effective learning.

According to Park (2014), enhancing teacher-student interactions as well as student-student relationships has long-term repercussions for students' academic and social competency. As a result, using the proper speech style will result in a good teaching learning process. Teachers can bring creative and effective learning to students by using the proper speech style, as they all have varied levels of strengths and weaknesses.

The speech style used by teacher is a vital aspect of classroom based language teaching and learning since it is one of the main resources of language input for learners. As Keraf (2002,) states that the ability and expertise to construct a good sentence is known as style. The teachers have the duty to use the speech style that is proper or easier to be understood by the students. Accordingly, Harmer (1998) indicated that the way teacher talk to students is one of the crucial skills that a teacher should have. Teachers who understand the dynamics of classroom communication activities may be better equipped to monitor and change communication patterns in order to create an atmosphere that is conducive to both classroom learning and the acquisition of a second or foreign language.

Related to the statements above, it can be concluded that teachers' speech is an essential aspect for English teacher to impart the knowledge. If the English teacher understands how to use the proper language to communicate with the students, the classroom interaction they built will be better as the good management classroom has the direct impact to the students' learning attitude.

## **2. Students' Attitude**

Attitudes, as seen by Kumaravadivelu (2006), are one's evaluative responses to a person, place, thing, or event. Attitude encompasses more than just behavior; Feelings, beliefs, and behavioral patterns are also included (Baron, Robert, Byrne & Donn, 2003). Furthermore, according to Montano and Kasprzyk (2008), an individual's attitude is defined by their views about the results or features of performing an action (behavior beliefs), which are weighed by judgments of those outcomes or characteristics. As a result, a person who has strong positive views that desirable results will occur as a result of engaging in conduct will have a favorable attitude toward it. Someone with a positive attitude will think the object is valuable, whereas someone with a negative attitude will think it isn't. For example, someone who has a favorable attitude toward a certain subject (for example, English) indicates that he or she enjoys the subject

and constantly talks about it in conversation, studies English diligently, and is never missing from English class.

#### **a. Components of Attitude**

Attitudes, according to Wenden (1991), have three major components: cognitive, affective, and behavioral.

##### *1) Cognitive Component*

Beliefs, thoughts, and opinions on the object of the attitude make up the cognitive component. Language learners' opinions about the knowledge they receive and their perception of it during the language learning process are referred to as this component of attitude.

##### *2) Affective Component*

The affective component refers to a person's feelings and emotions toward an object, regardless of whether he or she loves or dislikes it. The emotional side of attitude is defined as a person's assessment of, fondness for, or emotional reaction to a situation, item, or person. For example, in the teaching-learning process, the emotional aspect will be the excitement or dread feeling of the students when they are learning.

##### *3) Behavioral Component*

The person's overt behavior directed at a circumstance, object, or person is the behavioral component.

#### **b. Importance of Students Attitude in Teaching-Learning Process**

Reid (2003) declared, "Attitudes are important to us because they cannot be neatly separated from study". Language performance is said to be influenced by one's attitude (Visser, 2008). The learner's attitude toward the language, as well as his or her intellectual capacity, determines success in the target language.

Students' attitudes relate to how motivated and engaged they are in learning (Powell and Powell, 2016). Feng and Chen (2009) claim that learning is an emotional experience. It is influenced by a variety of emotional elements. In it, the teacher and his students engage in a wide range of emotional actions, which produce a wide range of emotional outcomes. Learners can use attitude to describe their feelings about objects or situations in their environment. It is widely acknowledged that foreign language learners' inner sentiments and emotions influence their perspectives and attitudes about the target language (Choy & Troudi, 2006). According to Kumaravadivelu (2006), attitude is inextricably linked to language learning processes and practices since it has an impact on the learner not only with respect to the processing of information and identification with people or groups, but also with respect to motives and the relationship between language and culture, and their place within the existing linguistic and cultural diversity. According to Kara (2009), positive attitudes correlate to positive actions toward study courses, with participants involved in their studies and eager to learn more. Such students have also been shown to be more motivated to solve issues, absorb useful information and abilities, and participate emotionally.

#### **METHOD**

The researcher used qualitative descriptive research method to accomplish the objectives of this research. In the behavioral sciences, where the goal is to identify the fundamental motivations of human behavior, qualitative research is especially significant (Khotari, 2004). We

may analyze the numerous elements that push people to behave in a certain way or make them like or dislike a certain thing using this type of research. Qualitative research entails determining how individuals feel or think about a particular issue or institution (Khotari, 2004). Because the researcher studied the data in the form of words descriptively, the qualitative descriptive method was used as the study data strategy. The participant of this research was 2 of the English lecturers of STKIP YPUP Makassar and 30 of their students. In this research, the researcher conducted the research by herself involving observation and interview. The researcher also used video/audio recorder the tool in collecting the data.

## **FINDINGS**

### **1. Speech Styles used by English Lecturer**

The result of observation and the transcribed audio recording, then the researcher analyzed based on Joss' (1967) theory of speech style. Joos' (1967) proposed five types of speech styles which he called as The Five O'clock such as frozen style, formal style, consultative style, casual style, and intimate style. Based on the result of the analyzing data of the research, it was found that there are four types of speech styles that were used by the English lecturer in teaching-learning process. They are formal style, consultative style, casual style, and intimate style.

Formal style is frequently utilized in formal situations where there is little or no common history and communication is primarily one-way with little or no reaction from the audience, such as at a graduation ceremony or when speaking to medium or large groups Joos (1967). Chaika (1982) also stated that formal style is a style that is designed to inform: its dominating characters. In this research, the research found that the lecturers used formal style in the teaching-learning process. The lecturers used a long speech with a formal grammatical word when they were explaining the lesson material.

According to Joos (1967), the consultative style is utilized in semi-formal communication. It usually occurred when the people who communicate may be has different personal information. Joos also claimed that consultative style is a two-way communication that usually used in negotiating with the stranger or work colleagues. It's also utilized in small group discussions, everyday conversations at school, in businesses, and in other situations. In this research, it was found that the lecturers used consultative style in teaching-learning process. The lecturers usually used that consultative style at the beginning of the lesson and also after they explained the teaching material. The lecturers used the consultative style at the beginning of the lesson where they asked to their students about the information they know regarding to the topic of the lesson. They also used consultative style after explaining the lesson by asking the students whether they understood the explanation or they have questions regarding the topic.

Casual style, according to Joos (1967), is a style employed among friends and coworkers where an informal mood is appropriated and wanted, such as outside the classroom where students converse. However, the researcher found that casual style also occurred inside the class, specifically in the teaching-learning process. The lecturers sometimes used casual style when they were giving a short explanation or when they gave questions to the students. One of the characteristics of casual style that was found in this research is ellipsis (omission). Instead of "Do you get it?" the lecturer utterance was, "got it?" which shows the casual grammar.

The last speech style that was found in this research is intimate style. Joos (1967) defines intimate style as a language developed within families, loves one, and close friend. It can be in

the form of labeling nicknames. Intimate style shows a very close relationship between the people who communicate. In this research, the researcher found that sometimes the lecturer addresses her students with “dek” or “adek” instead of address them by their name. It gave a vibe of a close lecturer-student relationship.

In this research, the researcher also found that the lecturers usually combined two to four speech styles in the teaching-learning process. Based on the observation and the transcribed data, it was found that lecturer 1 used formal style and consultative style in teaching-learning process; meanwhile lecturer 2 used four styles which are formal, consultative, casual, and intimate style.

## **2. Impact of Lecturer Speech Styles on the Students’ Attitude towards the Lesson**

Based on the result of the interview, the impact of lecturer’s speech style on the affective and cognitive components of students’ attitude can be described as follows:

### **1) Cognitive Components**

*a. Some students thought that they could learn more about the language when the lecturer used formal style*

Krashen and Terrell (1998) had stated that when a teacher just talks to their students and if their students understand, they are not only giving the lesson about the subject, but also may be giving the best language lesson. In this research, the researcher found that using formal style in teaching-learning process could give a language lesson to the students. As has been mention before, some students thought that it is a part of language learning when the lecturer use formal style. They could get used to formal grammatical words through the use of formal style in teaching-learning process.

*b. Formal speech style did not have any impact on their activeness in the class*

Nussbaum (2008) stated that a teacher’s style of communication plays a pivotal role; a teacher’s communication style can have direct impact upon perception of student learning and student ratings of teacher effectiveness. However, there are some students who thought that there was no impact whether the lecturers used formal style or not to their activeness in the class. In their opinion, their activeness depends on how well they understand the lesson material.

*c. The use of consultative style can be a way of the lecturer to see or to measure the students’ ability*

Amadi and Paul (2017) stated that teacher should arouse students’ interest in the lesson by making them feel challenged. In this research, according to the interview, some students’ thought that when the lecturer asked them for their opinion or their prior knowledge related to the topic of the lesson, it is a way of the teacher to measure their learning ability. This thought gets the students felt challenged and eager to show their best in the teaching-learning process. Some students have believed that the good student is the one who brave to speak up his/her opinion and participate active in the class. Frymier (2005) also found that being responsive contributed to being an effective student.

*d. Casual style especially the use of slang words is not quite suitable to be used in the teaching-learning process*

Some students do not agree with the use of casual style especially the use of slang words in the teaching-learning process since the class is a formal occasion.



*e. Intimate style makes the relationship between the students and the lecturer felt closer*

Intimate style is a speech style that shows the close relationship between the speaker and the hearer (Joos, 1967). In this research, the researcher found that some students find it as the sign of closeness with the lecturer when the lecturers use intimate style, such as when the lecturers address them 'adek' instead of their name. Some students got happy when they were addressed intimately by their lecturer since they feel closer to the lecturer. Park (2014) states that improving relationships between teachers and students as well as among students has long lasting implications for students' academic and social competence.

## **2) Affective Component**

The emotional component refers to a person's sentiments and emotions about something (Wenden, 1991).

*a. Students felt easier to understand the lesson when the lecturer used formal, consultative, or casual style.*

In this research, the researcher found that students find it easier to understand the lesson when the lecturer uses formal style. The students also find it easier to understand the lesson if the lecturer uses consultative style. The reason is they feel like they were involved in the teaching-learning process when the teacher always asks them for their opinion or their prior knowledge regarding of the lesson. While, according to the students, the use of casual style in teaching-learning process made the lesson material easier to understand since casual language is what they used in their daily life and also since they are more relax in the teaching-learning process, they feel easier to understand the lecturers' explanation. According to Keraf (2002), style is the capacity and competence to construct a nice sentence. The teachers have the duty to use the speech style that is proper or easier to be understood by the students so that the effectiveness of teaching could be achieved.

*b. The students felt encourage to be more active in the class when the lecturer used consultative or casual style*

Norton (1977) found that according to the students, the effective teacher should tend to be very encouraging to people whenever he/she communicates. In this research, the researcher found that the use of consultative style by the lecturers in the teaching-learning process encourage the students to be more active in the class since it makes them felt they were given chances to speak up their opinion and to deepen their understanding on the lesson. The researcher also found that the use of casual style in teaching-learning process also encourage the students to be more active in the class. The reason is because the students did not have to think about the grammatical error when they speak up. Brown (2007) indicated that one of the teacher's duty to creating a good atmosphere for learning so that the effectiveness of teaching and learning process can be achieved. According to the students' opinion, it can be concluded that using casual style could create a more relaxing and enjoyable teaching-learning process that encourage them to be more active in the class.

*c. The students feel motivated to learn when the lecturer used consultative style*

In this research the researcher found that the use of consultative style by the lecturers also get the students feel motivated to learn the related topic before the meeting/class since they thought that the lecturers might ask them information, opinion, or their prior knowledge related to the lesson. It connected to Amadi and Paul (2017) where they state that to get the effective

classroom; the teacher should make the students' feel challenged so the students will get interested and motivated. Wrench, Richmond, and Joan (2009) stated that students learn better if they know what they are about to learn.

*d. The students felt relax and comfortable when the lecturer used casual style or intimate style in the teaching-learning process*

Based on the interview, the students got more relax and comfortable when the lecturer use casual style. The same opinion from the students occurred when the lecturer use intimate style. One of the students said, "We feel more confident and we feel more comfortable as if we are loved like parents at home." when they were asked how they felt when their lecturer used intimate style in speaking. It means that the lecturer could create a good atmosphere for learning when using intimate style. Wubbels and Levy (1993) also stated that teachers are able to make contribution towards the creation of positive learning environment for students through their communication skill.

*e. The students get more interested in the teaching-learning process when the lecturer used intimate style*

In this research, as has been mentioned before, intimate styles get the students felt relax and comfortable when the lecturer used intimate style in teaching-learning process. According to the students, this comfortable atmosphere made the students get more interested in the lesson when the lecturer uses intimate style. Students have improved behavior when the teacher creates a friendly environment, according to Amadi and Paul (2017). Students will get more emotionally engaged in the learning process as a result of this friendship relationship.

Based on the observation to the students, it was found that the students did not participate actively in the discussion of the lesson, did not actively asking question in the teaching-learning-process, did not answer the question from the lecturer enthusiastically, did not express opinion, guess, and ideas related to the content of the lesson, and also did not take independent initiative participating in the lesson discussion in the class where the lecturer used only formal style and consultative style. Meanwhile, in the class where the lecturer used formal style, consultative style, casual style, and intimate style in teaching-learning process, the students participated actively in the discussion of the lesson, actively asking question in the teaching-learning process, paid attention to their peer's respond, answered every question from the lecturer enthusiastically, and also the students expressed their opinions, guesses, and ideas related to the content of the lesson. The students also took independent initiative participating in the lesson discussion.

## **CONCLUSIONS**

The English lecturers use combination of two to four types of speech style in teaching-learning process at STKIP YPUP Makassar. The lecturers usually use formal style when explaining the teaching material followed by consultative style. Casual style usually occurred when the lecturer reacted to the students answer or when the lecturer threw jokes in the middle of teaching-learning process. Intimate style was rarely used. The lecturer used intimate style sometimes when she/ he address the students.

The impact of lecturer speech style on the students' attitude towards the lesson, based on the result of the observation and the interview with the students, can be concluded: first, the use of formal speech style did not make the students participate actively and enthusiastically in the lesson even though some students feel that the use of formal style in teaching-learning process

could give them more lesson on the language and some feel it is easier to understand the lesson. It is because they felt anxious about the grammatical error that may occur when they speak. Second, the use of consultative style motivated the students to learn more because they felt challenging when the teacher asked them their prior knowledge or opinion regarding the lesson material. The students also participate actively in the class discussion because they think when their lecturers ask them questions; their lecturer is testing their knowledge and ability. It is also stimulated by the belief about effective students is the one who participate actively in the class. Third, the students participate actively and enthusiastically when the lecturer used casual speech style because they do not have to be anxious of the grammar when they speak. The students feel relax and comfortable because the language that is used by the lecturer is the language that they used every day. Fourth, the use of intimate speech style got the students participate actively in the class and got more interested in the lesson. This speech style made the students felt relax and comfortable in the lesson because they felt a close lecturer-students relationship.

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