**VERBAL INTERPERSONAL COMMUNICATION IN REGARD TO STUDENTS’ PERCEPTION OF PAYING RESPECT TO THEIR EFL TEACHERS**

(Komunikasi Interpersonal Verbal dalam Hubungannya dengan Persepsi Siswa tentang Rasa Hormat Mereka kepada Guru Bahasa Inggrisnya)

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**ABSTRACT**

The objectives of this research was to find out: the verbal Interpersonal Communication that the students of vocational high School 1 Malili, East Luwu, perceive to foster their positive to their EFL teachers.This research employed mixed methods research design. It applied purposive sampling technique taking 2 English teachers and 120 students of SMK Negeri 1 Malili, East Luwu consisting of four departments, namely ICT, Mining, Automotive, and Welding. The data were collected by using video camera, observational checklist, field note, and perceptional scale. The perceptional scale and interview were used to gain the information on students’ perception of paying respect and feeling close to their EFL teacher. The result of the research showed that (i) there were 15 verbal interpersonal communication that perceive for high respect from students of vocational high school 1 Malili, East luwu.It was concluded that the students paid high respect to their EFL teachers verbal Interpersonal.

Key words: Interpersonal Communication, Perception of Students, EFL Teachers

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**INTRODUCTION**

Teaching is a communication process. Maher et al (2006) in the journal about the impact of communication in teaching indicated that the teaching philosophy includes basic communication approach such as passion and communication. In this process, the fundamental to the teacher’s role as educator is the ability to communicate. As a communicator, she communicates knowledge, skills, and attitudes. Therefore, a successful teacher can be recognized with her good communication whether verbal or nonverbal.

In teacher’s communication, she acts as a facilitator to convey academic information to students in a social environment. She also gives instruction, manages the classroom, performs the subject or skills the students need, and becomes a good pilot model of attitude and behavior for the students. She is supposed to deliver and explain the content material of the subject.

Effective teacher communicates in some ways. One form of how the teacher communicates in the classroom can be seen from her Interpersonal Communication appeared during teaching and learning process. The concept of interpersonal communication is grounded in the Implicit Communication Theory espoused by Mehrabian (1981) that is messages are transmitted via two types of communication, namely explicit and implicit communication. The explicit communication carries the message content while the implicit communication conveys emotions and feelings (Butland & Beebe, 1992).

The result of this study will beneficially contribute information for the educators, especially to the teachers in Indonesia who work to implement the curriculum 2013 which focuses on character building. Moreover, studies which focus on students’ respect to their teachers have been undertaken as they should be. The study about verbal Interpersonal Communication in regard to students’ perception of paying to their EFL teachers can give an important input for the concept of curriculum applied in Indonesia currently, where the teacher should focus on students’ character building. The perception of students’ in paying respect can affect the students’ motivation to study English as A foreign language. This makes the issue about respect, and teacher interpersonal communication being an urgent thing to be studied more deeply. Those the researcher put this research intends to try to find out the answer of the research question, that is: *What verbal interpersonal communication do the students of Vocational High School 1 Malili, East Luwu, perceive to foster their positive respect to their EFL teachers?*

The report of Rasyid (2013) in his exploratory studyabout verbal and non-interpersonal communication of lecturers in EFL classroomconducted in State University of Makassar, Indonesia, showed that the respondents’ perception of the teacher interpersonal communication which inspires students’ to have posotive attitude and motivation that pursue high interest in leraning was much dictated by their faith (religion) and culture.

Interpersonal communication those teacher used in teaching and learning process bring and transmit the message by the content of language via speech, presentation, lecture, or nonverbal performance. The effect that appeared by those forms of teacher communication can be seen from the difference of responses made by the students as the effect of how the teacher perform her communication. As an example, the teacher enters the class by smiling or just comes with a flat expression can result difference response to students. The response will be vary and it is indicated as the students’ perception of paying respect which consider psychologycal sense of people.

Verbal communication can be categorized from how to produce sentences, clause, phrase, word, or even the intonation when someone speaks. During her communication to the students in the classroom, the teacher has to perform instructional talk and managerial talk. Both talks are important to support creating positive teaching and learning process circumstances.

Rasyid (2013) defined teacher verbal interpersonal communication In teaching context refering to stylistic verbal expressions in delivering messages of knowledge, skills and attitudes to students (such as saying greeting when entering the class, praying before starting and ending the class , taking the register, giving advice to motivate students to study, calling on students by name when talking to them, and giving feedback to students = explicit messages ).

Rubin, Palmgreen, & Sypher, (1994) stated that Verbal teacher communication refers directly to stylistic verbal expressions used by teachers to develop within students a degree of like or dislike towards the teacher. Specific examples include syntactic expressions of present or past tense verbs, probability (will vs. may), ownership statements (my/our class), and inclusive references (we vs. I)

**Research Methodology**

The design of this research used Mixed Methods Research Design. It was combined the qualitative and quantitative approaches by mixing both qualitative and quantitative data in single study (Gay, 2006, p; 490). QUAL-Quan model were employed in this design. The phase in qualitative study came first in a typically exploratory study in which the observation was conducted. An observation was used to get the primary qualitative sources of information about the types of teacher interpersonal communication that the present researcher needs. In order to complete the data information taken from observation, this research had supported by the distribution of perceptional scale of teacher interpersonal communication as the second phase to identify the perception of students to English teacher immediacy. In the third phase, the researcher completeted the data sources in order to know about the specific perception of particular students based on the result taken from the perceptional scale by taking some interviews.

The data were taken from two resources namely (1) Teacher interpersonal communication for verbal used in English subject, and (2) Students’ perception to teacher interpersonal communication. The subjects were the second grade students of SMKN 1 Malili, in 2013/2014 academic year, consisting of four departments, they are: Department of ICT for 4 classes, Department of Mining for 2 classes, Department of Automotive for 2 classes, and Department of wealding for 1 class. Each of the classes from one department consists of 24 up to 30 mixed female and male students.

Taking into account the large number of students, the researcher decided to have only one class of each departments, so that the total number of subjects were 120 students. The researcher took them purposively by considering their similarity in characters and situation.

This research employed three kinds of instruments, namely direct observation which was used video recording, perceptional scale, and interview. Direct observation with video recording was used to get the data on forms of teacher interpersonal communication both Verbal and Non-Verbal in English language skill subject for both instructional and management communication. In direct observation, the present researcher as the main instrument took nonparticipant observation.

Perceptional Scale was administered to obtain data on four aspects, they were: The students’ perception of paying respect to EFL teacher Verbal Interpersonal Communication. The scales has 20 items within 5 scales, namely *very high, high; moderate, low, and very low.* The data were in nominal scale. If a respondent answered all the items with very high which indicated the perception of students were positive, s/he would get 100,and the one who answered with very low which indicated the perception of students were negative, s/he would get 20. So, the rating score ranges from 20 to 100 with the interval mean score from 1.00 to 5.00 (Rasyid, 2013). The table below will show the complete rate of the score.

Table. 1 The rate of score and Interval mean score in category

|  |  |  |
| --- | --- | --- |
| **INTERVAL** |  **INTERVAL MEAN SCORE** | **CATEGORY** |
| 80 - 100 | 4.0 - 5.0 | Very high |
| 65 - 79 | 3.25 - 3.95 | High |
| 50 - 64 | 2.50 - 3.20 | Moderate |
| 35 - 49 | 1.75 - 2.45 | Low |
| 20 - 34 | < 1.75 | Very Low |

Interview was used to obtain data in order to know (1) the expectation of students to their EFL teacher Interpersonal Communication which is not listed in the items of the perceptional scale. However, interview was conducted because the present researcher needed more data from any statement or answer of the students necessary that should be confirmed.

To analyze the collected data, the researcher Identifying and classifying the forms of teacher Verbal Interpersonal Communication qualitatively, as part of teaching and learning process by giving description about it. Then, The data obtained from perceptional scale were analyzed using Microsoft Exel program and described qualitatively and the last, data obtained from interviews were analyzed qualitatively.

**Findings and Discussion**

The verbal Interpersonal Communication the students’ perceive to foster their positive respect to their EFL teachers.

Findings:

The findings are cited in the following table.

Table 1 Teacher Verbal Interpersonal Communication that thestudents of Vocational High School 1 Malili, East Luwu, perceive to foster their positive respect to their EFL teachers

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Paying respect** | **Mean Score** | **Category** |
| 1. | Taking register | 4.4 | Very High |
| 2. | Praying before starting the lesson | 4.2 |
| 3.  | Giving the students motivation | 4.2 |
| 4. | Giving advise to the students | 4.1 |
| 5. | Allowing the students to call their teacher based on the culture, example: Pak Guru/ Bu Guru/ Miss/Mrs./Sir | 4.1 |
| 6. | Saying greeting when entering the class | 4.0 |
| 7. | Praying after ending the lesson | 4.0 |
| 8. | Giving rules to bring dictionary into the class | 3.9 | High |
| 9. | Giving feedback to the students | 3.8 |
| 10. |  Calling the students by name when talking to them | 3.7 |
| 11. | Telling the students to tidy their uniform when entering the class | 3.7 |
| 12. | Asking the students’ condition | 3.6 |
| 13. |  Inserting humor in teaching | 3.5 |
| 14. | Using English dominantly than Bahasa when teaching | 3.3 |
| 15. |  Giving tolerance for e lateness of students( for certain reason) | 3.3 |
| 16. | Calling the students by you | 3.1 | Moderate |
| 17. | Warn the students directly in front of other students when they make mistake. | 2.8 |
| 18. | Using bahasa dominantly than English in teaching | 3.2 |
| 19. | Using terms like “we” and “us” to refer to the class | 2.9 |
| 20. | Allowing the students calling their teacher by name | 1.9 | Low |

The table above showed that there are 15 teacher verbal interpersonal communication messages were perceived positively and rated high by the students (75%: agregate percentage of very high and high category).

**Interpretation and Arguments:**

1. Very high category:
2. Taking register

The first finding from perceptional scale of teacher verbal interpersonal communication showed that taking register has the highest mean score which is 4.4. It indicates that taking register has powerful effect to students’ perception of paying respect. The interpretation is that the students give very high respect to teacher because through taking register the teacher can measure capability of students in receiving knowledge or lesson by seeing the note of their attendance. If students have no absent during teaching and learning process, it meant that they attend the class, listen the teacher explanation, and do learning activities on that time.

 This finding is also supported by the interviews to some students. The students’ interviews result showed that they respect the teacher who always taking register during teaching and learning process. This teacher verbal interpersonal communication message indicated that the teacher pays attention the the students whether the students get involve to the lesson or not. The students stated that they respect their English teacher who always takes register everytime she enters the class. The students think that by registering the teacher can identify the students who attend and who skip the class. Here are the extract of students’ comments about taking register as the evidence:

 *Interview With The Student # 1 (4th of October 2014)*

*Iya saya merasa hormat kepada guru bahasa inggris saya jika beliau mengabsen siswa, karena supaya guru tau siapa saja yang hadir dan yang tidak hadir”*

Yes, I feel respect to my EFL teacher if he registers the sstudents, because the teacher can identify whether the students attend the teaching and learning process in the class or not).

 *Students # 6 (5th of October 2014)*

*iya saya merasa hormat dan juga merasa dekat kalau guru saya mengabsen karena kalau dia absenki berarti mauki nakenal siswanya selain itu bisa juga dia tahu yang mana siswanya yang tidak hadir beserta alasannya.*( Yes, I feel respect and close if my teacher registers. It because if she registers, it means that she wants to know her students. Beside that, she is able to know which students who are present at that time).

 *Students #11 (14th of October 2014)*

*Iya , karena dengan begitu kita bisa tahu bahwa guru perhatikan kita atau tidak. (*Yes, because by doing that we /students can know whether the teacher pays attention to us or not).

A study in critical reflections on collecting class attendance registers in large psychology classes showed that anecdotal evidence from members of staff in the psychology department regarding poor attendance and participation in lectures led to a preliminary study (Thatcher et al, 2009). Most students who did not regularly attend lectures significantly have a poor academic performance.

So, based on the evidence above, the teacher who cares about student’s attendance in the classroom means she has attention to the students’ progress in their academic performance.

Beside previous description about the importance of taking register in the classroom which has influence to students’ academic progress, the researcher found in her research area that the students feel respect to their teacher who takes their attendance because they think that taking register is one way of a teacher in order to get acquaintance and to know them closely.

Example of taking register:

Teacher: “Before we start please listen your name,.. “Alfiantara...”

Student : “Present sir”

1. Praying before starting the lesson

The result of finding showed that the mean score of item about praying before starting the lesson was 4.2. It is identified as the perception which has a very high respect to the teacher verbal interpersonal communication.

The students of SMKN 1 Malili do respect the teacher who does prayer before they start to study or after they study. The students assumed that if they pray, they feel that the God blessing them and they think that their teacher is a religious person who can lead them to get more knowledge and always thank to God with everything they get by learning.

Accord to the result interviews, the students said that they are happy if their English teacher doing prayer in the classroom. Here is the way of student in giving comments about praying.

*Student #2 ( 4th of October 2014)*

*“...iya , karena menurut saya doa itu sangat istimewa. Kita berdoa berarti kita meminta pada Tuhan tentang sesuatu hal, nah kalau guru mengajak kita berdoa berarti dia mengingatkan siswanya pada Tuhan*”.(...Yes, because in my opinion, prayer is very special.We pray means we ask to The God about something. So, if teacher asks us to pray, it means that he try to remind the students to God).

Here is the example of prayer the teacher and students do before they start English lesson;

Students:

“ Before we start lets pray together, one, two, three, in the name of God, the most gracious and the most merciful...

As a teacher, it is very important to do prayer before starting the lesson and after teaching process. It was written in an article under the title creation today in 2005 that allowing prayer in school sets an important standard. It tells the student that they are more than just a collection of chemicals and energy that happen to be occupying space and time. Prayer is an action which proclaims that life is more than saving the environment or accumulating wealth.

Prayer sets a standard. It is a frontal attack on the notion that humankind is in autonomous control of his own destiny, every side of life needs the most powerfull resources which can be taken from God. So, doing prayer means that the teacher reminds the students to realize that their life belongs to God.

1. Giving the students motivation

The result finding showed that the teacher’s motivation got 4.2 of the mean score. Both were identified with very high perception of respect to the teacher.

The students of SMKN 1Malili stated from the interview that they expect their teacher gives then advice at least once. The advice can make them feel happy and keep them in the stright ways.

*Student #2 (4th of October 2014)*

*“Iya kami merasa senang apabila guru kami selalu menasehati kami, agar kami bisa tahu yang mana yang baik dan yang tidak baik.* (Yes, we are happy if the teacher always gives us advise so that we can know which is good and which is bad).

Based on the present researcher experiences as a teacher, she can assume that teaching a class full of motivated students is enjoyable for teachers and students alike. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. In SMK Neg 1 Malili, the researcher found some ways the teachers of English use to get the students exited and feel motivated about learning are,

1. Praise the students often to make them enthusiastic, for example by saying nice work, well done, very good, good , when the students make positive thing in the classroom.
2. Get the students involved by participating and giving the students a responsibility to erase the board or reading and pass out the materials of the lesson.
3. Offering incentives to the students. A reward gives students a sense of accomplishment and encourages them to work with a goal mind. For example:

“The first one, who can submit their project, will get a treat from me to eat meatball”

1. Draw connection to the students’ real life. For example, one of the teachers of English namely Mrs.Elma wanted to give the material about bargaining. On that time, she took the students to imagine themselves if they were in a market, what would they say to the seller.

With these, the students can attract the students’ motivation to learn effectively in the classroom. They have reason intrinsically to get involve during teaching and learning process.

Another thing of teacher which can get respect from students in SMK Negeri 1 Malili is by giving advise to students. Advising is teaching. Wes Habley (1994) with his key concept in academic advising defines that academic advising is the only structured activity on the campus or school in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution. In term of the students in researcher study area, they feel respect if their teacher gives them advise and motivate them because it means the teacher put attention to them.

1. Giving advice to the students

Giving advice was rated very high for students’ perception of paying respect to their EFL teacher. The mean score was 4.1. Advising is teaching. Wes Habley (1994) with his key concept in academic advising defines that academic advising is the only structured activity on the campus or school in which all students have the opportunity for one-to-one interaction with a concerned representative of the institution.

1. Allowing the students to call their teacher based on the culture, example: Pak Guru/ Bu Guru/ Miss/Mrs./Sir

Based on the result finding, the students of SMKN 1 Malili gave a very high respect where the mean score shows 4.1. The students respect their English teacher by calling the teacher using Pak Guru or Bu guru in Bahasa and Mr. or Mrs. In English. It was also supported by the statement of the students which were said that they respect their teacher by calling her with Bu Guru or Pak Guru because they think that she is thir teacher not their friend.

***Student****#5****(****4th of October 2014)*

*”Tidak,karena kami menganggapnya guru bukan teman, yang dipanggil dengan sebutan nama”.* (No, because we think that the teacher is not our friend whom we called by name.)

***Student #8(****5th of october 2014)*

 *“...tidak, karena itu tidak sopan...”(* ...no, because it is not polite...)

In Indonesia, respecting old people is a must. It is a culture where should be existed in every part of society. School is a system where society is developed. The teacher and students take part and have their own rules. The teacher is the person who gives lesson and educates the students as parents take care and treat their children at home. That is the reason why a student has to treat both of teachers and parents in polite ways in order to respect and obey the culture. In west country, the students sometimes call their teacher or their parents by name. However, Calling teachers’ name directly is not polite in Indonesia, specially in South Sulawesi. It is a must for calling the teacher by saying Sir or Mam;Miss; Pak Guru;or bu Guru to show politeness which is identical with respect. All of these contexts have realtion with the culture custom in Indonesia, especially in Sout Sulawesi.

1. Saying greeting when entering the class

Greeting students will have the most immediate effect on each class period. It creates positive climate of classroom. “A greeting is the first step to make connection. It begins at the door...”(Harry and Wong, 2006). This quotation tells the truth about the real condition that the teachers usually face during teaching period time. When researcher did the observation in her school research area, she found that the teacher who came to the class by saying greeting could attract students’ attention. The students inside the class would show their readiness to get involved in lesson time. Readiness inside the class by keep calm and pay attention to the teacher were the ways of them in showing their respect. The teachers greet the students by saying “Good morning, good afternoon and Assalamualaykum ”. Most of the school in Indonesia greet the students by those utterances. However, there is a difference between Indonesia and other countries. In Japan, bowing is a greeting. It is shows respect for the people or thing. When someone takes a bow to people or thing, it means they greet them and respect them.

The statement of the students taken from result interview showed that the students prefer and like the teacher who comes to the class by saying greeting because greeting means prayer and spirit that given by the teacher for them.

*Student #1*

*“Saya berharap guru saya masuk ke kelas mengucapkan salam sambil tersenyum”.*

(I expect my teacher come in to the class by greeting and smiling.)

*Student #2:*

*“ Iya saya menghormati apabila guru saya slalu mengucapkan salam ketika masuk kelas, karena menurut saya, salam adalah doa serta semangat yang diberikan oleh guru kepada kami siswanya.*

( Yes,because I think that greeting is a prayer and spirit which were given by the teacher to the students).

The mean score of this item is 4.0 and it is still rated as a very high perception of paying respect to English teacher. The students in SMKN 1 malili feel happy if their teacher greets when entering the classroom.

1. Praying after ending the lesson

The finding showed that the mean score obtained from this item was 4.0. it meant that the students pay very high respect to their English teacher. Prayer is an action which proclaims that life is more than saving the environment or accumulating wealth.

Prayer sets a standard. It is a frontal attack on the notion that humankind is in autonomous control of his own destiny, every side of life needs the most powerful resources which can be taken from God. So, doing prayer means that the teacher reminds the students to realize that their life belongs to God.

1. High category
2. Giving rules to bring dictionary into the class

Rules made by teachers should be obeyed by students as long as the rules give positive reason and effect. The interview result showed that the students obey their teacher for the rule to bring dictionary every English lesson. They realize that it can make their life easier in learning English and realize that the rules which are made by teacher is a goodness for them. That is why they respect their teacher. The mean score 3.9 that was taken from the perceptional scale for this item indicated that the students have high respect to their English teacher.

*Student #12***: *(****14th of october 2014)*

*Iya, karena merupakan perhatian guru pada siswanya sehingga siswa tidak kesulitan dalam belajar bahasa inggris. .(*yes, because that is a kind of attention form of the teacher to the students so the students can be easier to study english )

 *Student* **#**2**: (***14th of october 2014)*

*Sebaiknya kami membawa kamus, sesuai yang disuruhkan bapak/ibu guru*

(It is better for us to bring dictionary as like as the teacher orders to us)

1. Giving feedback to the students

According to Alison Cook-Sathern(2013), Professor of education and coordinator of the teaching and learning initiative at Bryn Mawr College, giving feedback to students can offer a help to build trust and respect over them. When a teacher gives feedback to the students, it shows that the teacher pays attention to the students and awares about what has been said by the students. With this attention, the teacher is able to attract students’ trust and respect because the students belief that the teacher is attentive person. The result interview showed that the teacher who gives feedback to the students could be meant that the teacher want to check whether the students understand the material or not. The mean score for this item reach 3.8 and it is indicated as high level of respect.

Grant also stated that feedback also helps cultivate positive rapport. Specific, nonjudgmental comments about student behavior, both appropriate and inappropriate, communicate to students that they are responsible for and in control of their behavior.

Student #9 (5th of October 2014)

*“Iya, agar guru tau apakah siswanya mengerti dengan materi yang dibawakannya.(*Yes, so that the teacher knows whether the students understand the delivered materials or not)”

*Student #18: (18th of october 2014)*

*“Menjawab pertanyaan yang diberikan kepada guru, serta memahami materi yang dibawakannya.(*Answering the question given by the teacher and understand the materials)”

1. Calling the students by name when talking to them

The mean score of the result finding for this item was 3.7 which is meant that it obtained to get positively high feeling of respect from the students. When present researcher asked the students about whether their teacher calls them by naming or just by calling ”you”, she found that the students prefer called by name. The students stated that, calling name of the students by teachers can be concluded that the teachers know them well rather than calling by “you”.However, the students still respect the teacher who calls them by “you” and it can be showed by giving respons to the students.

*Student #3( 4th of October 2014)*

*“Sebaiknya guru memanggil kami dengan nama, supaya guru dan kami bisa merasa lebih dekat & akrab.”*( it is better if our english teacher calls us by name so that we can feel more close to her).

*Student 14 (14th of October 2014)*

*“Walaupun guru memanggil kami dengan sebutan kamu kami akan tetap harus menyaut .(* even our teacher called us by you, we have to keepin giving response)”

1. Telling the students to tidy their uniform when entering the class

Almost every teacher in SMK Negeri 1 Malili has their own rules those should be obey by the students. One of the rules is dressing neatly in the classroom. According to the teacher of English who use this rule, Mr. Riswan, dressing neatly is one way of a student to show respect to him. Dressing neatly is one deal made by him and obeying it means obeying the rule and respecting him as a teacher. In addition, the students really like if the teacher asked them to pay attention to their uniform tidiness because it means that the teacher pay attention on them. The students’ respect and feeling close can be known from the way the students wear the uniform.

*Student #5(4th of October 2014)*

*“...iya saya menghormati & merasa dekat apabila guru kami menegur tentang kerapian kami . karna kami merasa selalu diperhatikan”.*(...yes I respect and feel close when teacher warns us for dressing neatly because we feel that the teacher pays attention to us).

1. Asking the students’ condition

Giving attention to students is a good thing to do to show teachers’ affection. One way to show teacher’s attention to students is by asking the condition of students. This can give positive effect to students’ feeling.

The students in SMKN 1 Malili said that their english teacher sometimes asks about their condition. In fact, they do like and feel happy when their teacher asked about that because they think that their teacher cares on them. That is the reason why they need their teacher always asks them about it. The mean score of the students perception o this item was 3.6 and it was indicated as high feeling of respect.

1. Inserting humor in teaching

Humor is something which can make the situation in the classroom being relax. Sometimes the students and the teacher become so serious because of all activities inside the classroom. That is why the teacher sometimes need to make a jought. However, the result of classroom observation in SMKN 1 Mlili showed that the teaher of English were rarely make any jought in the classroom. They focus on delivering material. But related on this, the present researcher found from the perceptional scale that the students have an expactation if the teacher makes jought with them. This is related with the ability of homor in reducing feeling of stress during learning period. However, eventhougt the students need the teacher to have a humor sense, they still can keep their behavior in control by not laughing over and over

1. Using English dominantly than Bahasa when teaching

The use of English in the classroom does not have any significant impact to students’ perception about their respect to their English teacher. The students stated that they sometimes do not really understand about their teacher speech, moreover when it is delivered dominantly in English. That is why they prefer their teacher to deliver the material in Bahasa rather than English. The used of English language domiantly can make the students being confused because most of them do not understand. The range mean score between the used of Bahasa and english were 3.3 for English and 3.2 for using bahasa. However, whether the teacher uses Bahasa or English, the students keep pay attention to the given materials.

*Student #3* **: (**4th of October 2014)

“*Sebaiknya guru menggunakan bahasa indonesia beberapa kali, agar siswa tidak bingung dalam belajar bahasa inggris, karena tidak semua siswa mengerti dengan bahasanya. (*it is better if the teacher use bahasa may times i order the students are not confuse in studying english)

*Student #7*(5th of October 2014)

“*Saya merasa hormat dan merasa dekat kepada guru ketika guru mengunakan bhs.Indonesia agar siswa juga bisa mengerti & dekat.* ( I feel respect and feel close to the teacher whe she use Bahasa so that the studets understand)”

1. Giving tolerance for the lateness of students( for certain reason)

For the sake of researcher opinion, giving tolerance for lateness of students sometimes has good effect to students. However, in relation to students’ perception on their respect to English teacher, they stated that giving tolerance for lateness can make teaching and learning process disturbed. However, their teacher gives them opportunities around 10 minutes for the lateness, the tolerance only given for any spesific reason. In fact, the students really appreciate their teacher because of that. In the real situation, eventhought the english teacher gives tolerance to come late for spesific reason, it does not mean that the students always can get enter to the class more lately. The mean score for this item was 3.3 in level of high respect.

**S***tudent #* 4**(**4th of October 2014)

*“Sebaiknya guru memberi toleransi kepada siswa, agar siswa tidak selalu terlambat datang kesekolah”.(*The teacher should give tolerance to the students so that the students do not always come late to school).

1. Moderate category
2. Calling the students by you

The item about the teacher calling the students by name showed 3.7 for the mean score which is indicated as high level respect but the mean score to this item which is calling the student by you is 2.8 which is indicated as moderate level of respect.

Calling someone by using name shows that we know the person. The students in SMKN 1 Malili assume that a teacher who knows the students name can be meant that the teacher cares and knows the students well rather than just call by you. But the students still respect the teacher even the teacher only calls them by you..

1. Warn the students directly in front of other students when they make mistake.

The result of the perceptional scale of students to English teacher in SMKN 1 Malili, shows that some students did not like to be warned directly in front of other students when they make mistake. Doing that makes them feel embarrassed. However, TKJ students more dislike to be warned in front of other students than the students in mining department In fact, mostly students in TKJ department are female and students in mining department are male.

The result of interview stated that the sudents mostly like to be warned directly in front of other students, this could give big effect especially to the other students. The other students expectly can be more pay control to their behavior. The way of students in showing their respect is by obeying the teachers’ warning.

*Student* **#** 17 *(18th of October 2014)*

*“Sebaiknya guru memperingati siswanya di depan siswa lain agar siswa yang lain juga sadar .”* ( The teacher should warn the students in front of other students so that the other students are aware)”.

1. Using bahasa dominantly than English in teaching

According to the students’ interview conducted by present researcher on august 28th , the student do not really pay attention to teachers’ language. It is not about Bahasa Indonesia or English, but it is about how the teachers deliver their speech. Here, the teachers should more pay attention to their intonation, mimic, and word chosen. So, even the teacher speaks in Bahasa to the students but he or she deliver it by impolite ways or with angriness, the students will not respect them. However there was a few different of range for the mean score between teaching dominantly in bahasa and teaching dominantly by English, it was 3.2 and 3.3. both were still in level of high respect and moderate.

1. Using terms like “we” and “us” to refer to the class

The word “kita” in bahasa can reflect relation of someone with other people. In SMKN 1 Malili classroom context, the students really appreciate the teacher who use “kita/ us” when teaching and learning process. “Kita” shows that there is a strong connection that the teacher wants to built with the students. The students stated that there should be a mutual respect between teacher and students. So, when the teacher has shown them a good respect by using polite sentence, the response of the students has to be certainly polite.

1. Low category
2. Allowing the students calling their teacher by name

The culture in Indonesia shows high respect to old people, moreover if they are teachers, parents or educator. So, one way to show respect is not calling them just by name but call them by sir, mam, bu, pak, etc. it is an obligation to speak politely to the teacher. The teacher can act as friends but she could not be treated just like friend. The mean score for this item is 1.9. They stated that their teacher is not their friends, so it is impolite if the students call their teacher of English by name.

**Conclussion**

Based on the finding, It was concluded that the students paid high respect to their EFL teachers because the teachers used verbal interpersonal messages which were in line with the students preferences. There are fifteen (15) items of verbal interpersonal communication those teacher use which gain positive high respect from the students. Those items are: taking register**,** praying before starting the lesson**,** giving the students motivation**,** giving advise to the students**,** allowing the students to call their teacher based on the culture, example: pak guru/ bu guru/ miss/mrs./sir**,** saying greeting when entering the class**,** praying after ending the lesson**,** giving rules to bring dictionary into the class**,** giving feedback to the students**,** calling the students by name when talking to them**,** telling the students to tidy their uniform when entering the class**,** asking the students’ condition**,** inserting humor in teaching**,** and using english dominantly than bahasa when teaching**,** giving tolerance for the lateness of students ( for certain reason)

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