

How Does a Good Teacher Teach?⁵

Magdalena Kartikasari Tandy Rerung

Universitas Bunda Mulia

Abstract

Communicative language teaching is a two ways of communication in classroom where applied recently throughout the effective teaching. In order to develop the communicative environment, a teacher should maintain a good relationship to their students throughout their personality. This type of teacher interpersonal behaviors are categorized into eight types those are; *Leadership, Understanding, Uncertain, Admonishing, Helpful / Friendly, Student freedom, Dissatisfied, Strict behavior* (Wubbles et al, 1985, 2006; Wubbles and Levy, 1993). In order to find out students perceptions toward their teacher interpersonal behavior during the learning process thus this following research raise two questions they are; (1) How do students see their teacher's performance throughout their personality?; (2) How do teachers perceived themselves in the classroom (3) What is the most personality obtained by the good teachers?. Samples are taken from 30 university students majoring English Language and Culture with 4 lecturers as the teacher models. The questionnaires adopted from Questionnaire of Teacher Interaction (QTI). The data would be analyzed statistically and elaborated qualitatively. The expected outcome is to give reflection to teachers about how their performance in the eyes of their students and how these personalities are also giving effect to the classroom environment.

Keywords:

Behavior, interpersonal-behavior, teaching

1. Background

Various teaching methods have been emerged for the past few decades, which impacted to the focus on teaching from what the teachers know to what students need. The shifting focus on teaching started with the communicative teaching method which was first mushroomed in the 1970s. Here teachers had begun to build the two-ways communication with students and also how students engaged in real communication with one another as well. (Galloway, 1973, Bell 2005).

⁵ Presented at the 6th International Seminar FBS-LTC UKSW (22-23 November 2012).

Classroom interaction, on the other hand becomes one of many main factors in enhancing learning environment. The interaction goes with the reflecting both sides teachers and learners behaviors and influences each other. The communication relationship finally formed into “a circular communication process” (Fisher and Richards, 1993).

According to Shuell’s psychological model of perceptions (1996) what students will learn in the classroom subject to the way in which learners perceive, interpret, and process information in the instructional situation. In the other words, how teachers reflect their personalities in the classroom determines the learning environment and eventually influences students response to the subject delivered.

Successful experienced teachers are believed as occupying effective teaching behaviors. (Bell, 2005). In addition, according to Andrew and Barney (1990, in Bell, 2005) effective teaching behaviors are identifiable, stable, and reasonably consistent in their effects on students across contexts. However not much research have been conducted regarding the discipline – specific teaching behaviors and attitudes of teachers (Brosh. 1996; Schulz, 2000 in Bell 2005).

2. Teacher Interpersonal Behavior

It was first begun in the Netherlands where the research focusing specifically on the interpersonal relationships between teachers and their students as assessed by the Questionnaire on Teachers Interpersonal (Wubbels & Levy,1993) The questionnaire was adapting a theory on communication processes developed by Watzlawick, et al (1967) based the assumption that “behaviors of participants mutually influence each other” and finally formed into a “circular communication process.”

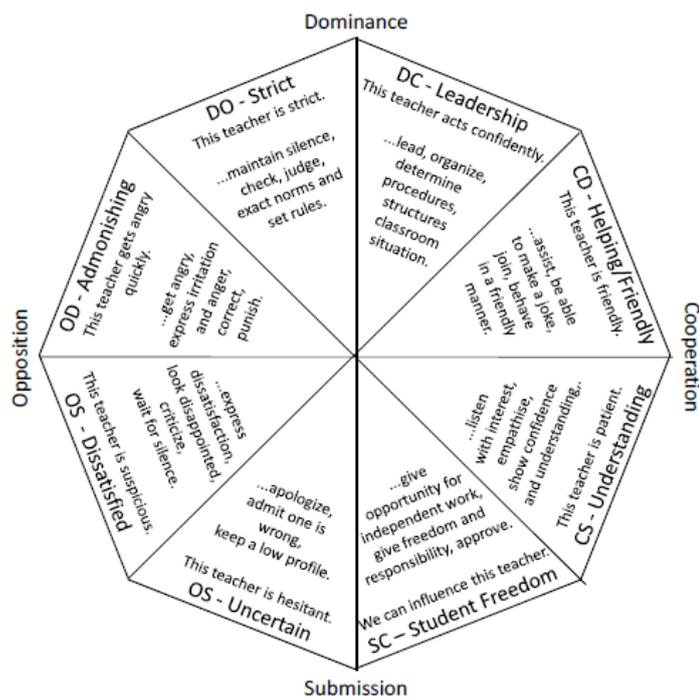


Figure 1. The Model for Interpersonal Teacher Behavior

The behavior model later known as the Model for Interpersonal Teacher Behavior (MITB) which is divided into four dimensions separated by two axes (vertical and horizontal). The vertical axis labeled as Influence Dimension which measure the *Dominance (D)* and *Submission (S)* to measure the desire of dominance or control the teacher over the community. On the other hand horizontal axis, labeled as Proximity Dimension which measure *Cooperation (C)* and *Opposition (O)*. In order to measure teachers' interpersonal behavior, The Questionnaire on Teacher Interaction (QTI) is administered to both teachers and their students. The result showed how teachers reflected their behavior from the students perspective. The first QTI was delivered in Netherlands which consisted 77 items and distributed to students and teachers. (Wubbels, Brekelmans & Hooymayers, 1991).

In 1991, the QTI was translated from Dutch into English and simplified into 64 items. The items were then classified into a description of typical teacher behaviors belonging to each of the eight sectors namely *Leadership*, *Helping/Friendly*, *Understanding*, *Students Responsibility/Freedom*, *Uncertain*, *Dissatisfied*, *Admonishing*, and *Strict*. Wubbels (1991) described the sector for example in the *Leadership (Dominance-Cooperation)* sector. The personality

described teachers whenever they notice what is happening, leading, organizing, and giving orders. For the *Strict (Dominance-Opposition)* teachers keep the rules tight, get the class silent, maintain silence, exact rooms and set rules. On the other hand teachers who are more to cooperative but still hold students' attention is described as *Helping/Friendly (Cooperative-Dominance)* teacher. Another area personalized as *Understanding (Cooperation-Submission)* where teachers would give more attentions to students by understanding their problems and listening to their questions carefully. Thus, for the teachers who are more to give students freedom, usually let their students free in choosing their tasks and let them decide the best option in order to be more responsible. This typical personality is categorized as *Student Freedom (Cooperation-Submission)*.

The first-four scales of interpersonal behaviors are described into four different types of relatively stable patterns which are called *Directive, Authoritative, Tolerant/Authoritative, Tolerant* (Brekelmans, 1989; Wubbels, & Levy, 1993).

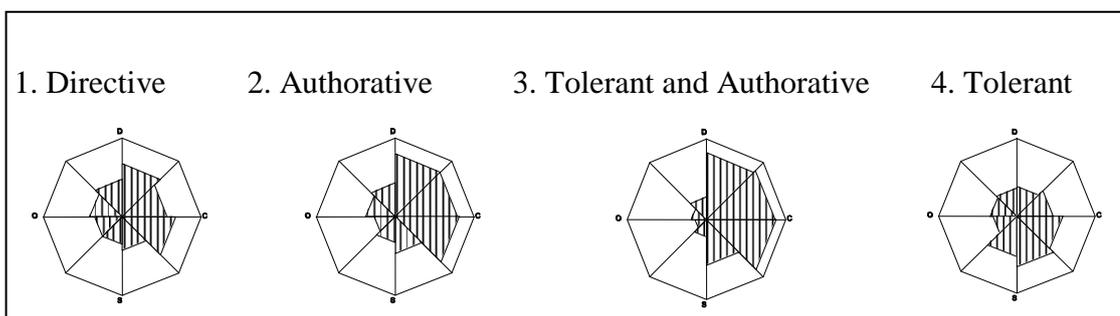


Figure 2. Graphic Representations and Descriptions of the 4 Positive Types of Patterns of Interpersonal Relationships

Furthermore, the MITB diagram shows another half of the axis as negative interpersonal behavior of the teachers. Here we could see that whenever a teacher shows an uncertainty about her/himself during explaining the lesson, they expressing the personality in the area of *Submission-Opposition (SO Uncertain)*. On the other side, if a teacher tends to be suspicious and tend to think that their students are too slow in understanding, the result will be showed in the area of *Opposition-Submission*. Therefore the negative personality of MITB categorized into *Uncertain, Dissatisfied, Admonishing, and Strict*. An *Admonishing*

personality showed when the teacher is easily high tempered and gets angry to the students. The area for this personality is shown in *Opposition-Dominance*. The last scale covers a *Strict* personality with the area marked around *Dominance- Opposition* area. The stability pattern is also described in the following diagram. (Brekelmans, 1989; Wubbels, & Levy, 1993).

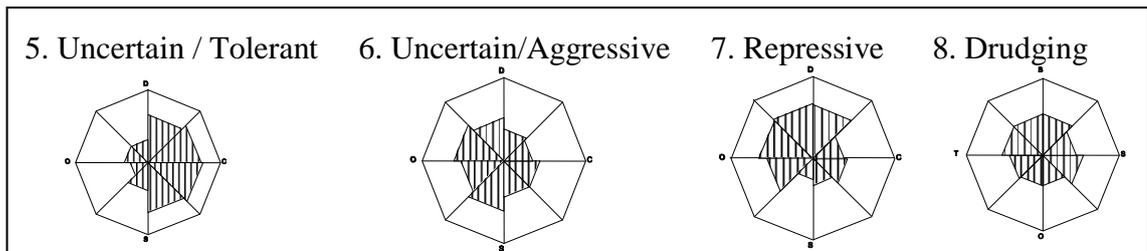


Figure 3. Graphic Representations and Descriptions of the 4 Negative Types of Patterns of Interpersonal Relationships

3. Method

Data about the students' perception on their teacher interpersonal behavior was gathered using the questionnaire named *Questionnaire on Teacher Interaction (QTI)*. The instrument was adopted from Australian's QTI which consists of 8 scales and 48 items. Furthermore these items were categorized into 8 scales where each scale consists of 6 items. For the respondents, this research study took 30 university students taken from 4 language lecturers. The students are learners of English subjects whose on the second up to fourth semesters. The lecturers themselves are selected based on their teaching performance score which are measured each semester by the academic quality and assurance department. The four-lecturers categorized as best lecturers based on IMD (Indeks Mengajar Dosen) questionnaires whose scores are 3.5 above.

Data collection then analyzed in order to get the mean score on each scale. The actual mean used to measured students' perception on their teacher actual interpersonal behavior. The resulted mean is compared to what the teachers' beliefs regarding to their behavior in the classroom. If the result from both students and teachers show high scores, it is assumed that the teachers obtain good *leadership, helping, understanding, and freedom*. On the other hand if the resulted mean score showed higher in *dissatisfaction, admonishing, and strict*

scale the teachers would be showed negative interpersonal behaviors to the students. The data of each teacher is shown in tables and diagrams. The tables listed the highest mean score on each scale, for the diagrams it will display the similarities and differences pattern resulted from the teachers and students perspectives.

4. Result and Discussion

The Australian version of the QTI has 48 items which are categorized into 8 scales of interpersonal behaviors; there are 6 items under each scale. As mentioned earlier the scales are *Leadership*, *Understanding*, *Uncertain*, *Admonishing*, *Helping/ Friendly*, *Student Responsibility/Freedom*, *Dissatisfied*, and *Strict* behaviors. The teachers and students both have the same items and only the subjects are replaced. The following are item-samples on QTI for teachers and students.

Scales	Students' Questionnaire	Teachers' Questionnaire
Leadership	The teacher would talk enthusiastically about her/his subject.	I talk enthusiastically about my subject
Helping / Friendly	The teacher would be someone students can depend on.	I am someone students can depend on.
Understanding	If students had something to say, the teacher would listen.	If students have something to say, I will listen.
Freedom	Students could influence the teacher	Students can influence me.
Uncertain	It would be easy to make a fool out of the teacher.	It's easy to make me appear unsure.
Dissatisfied	. The teacher would think that students can't do things well.	I think that students can't do things well
Admonishing	The teacher would get angry unexpectedly	I get angry unexpectedly
Strict	Students would have to be silent in the teacher 's class	Students have to be silent in my class.

Table 1. Sample of QTI Items

Teacher A

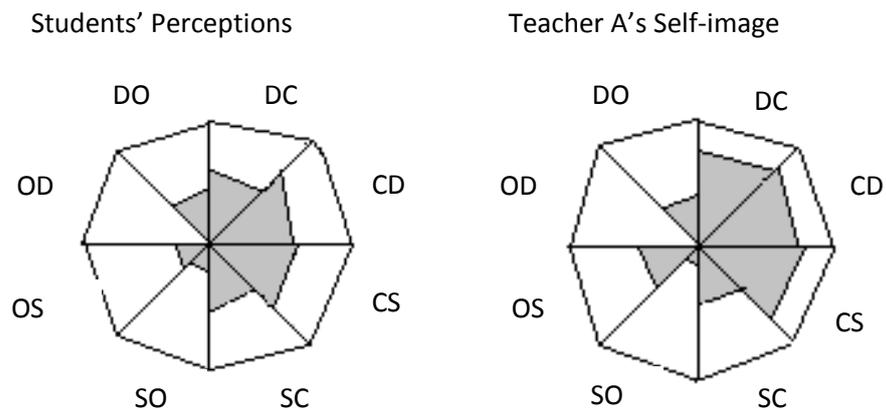


Figure 4. Directive – Authoritative Personality

Personality Scales	Mean Score	
	Students' Perception	Teacher A's Self-image
DC - Leadership	2.8	3.6
CD – Helping / Friendly	3.3	3.8
CS – Understanding	3.5	3.9
SC – Student Freedom	2.8	2.2
OS – Uncertain	1	0.8
SO - Dissatisfied	1.3	2.3
OD - Admonishing	0	0
DO - Strict	1.7	1.8

Table 2. Results on Teacher A and the Students' Perception

Teacher A reflects a strong leadership in her class. The highest score in some items showed how teacher A delivers the lessons confidently and enthusiastically. Besides the strong leadership, she also showed herself as a *helpful* teacher. Here, her students also could feel how she is *being friendly, dependable*, and even *can take a joke* in class. The other personality reflected understanding where both sides views the same. Teacher A is always willing to re-explain, listening to the students, and discussion things with them. Similarly, her students also feel the same way. *Freedom* perception showed different result, where Teacher A believes

that she limits her students in making decisions, giving influence, and having free time in class. Conversely her students perceive their teacher as a *tolerable* person by *letting them giving more free time, sees her as being lenient*.

For the other side of the diagram, Teacher A sees her *uncertainty* is not being reflected too much to her students. However there are some times that she is being *hesitant* and *let her students take charge*. The result confirmed by her students and there are few parts her students perceive her as appearing *unsure*. *Dissatisfied* on the other hand showed least score where the teacher never see her students being incapable and even cheating as well as the students who never perceive their students in being dissatisfied. Furthermore the *strictness* is shown more often in the class according to Teacher A opinion, but her students feels that she is more cooperative rather than being strict.

Based on the diagram, Teacher A represents a directive personality as well as authoritative with the dominance area on *Dominance-Helpful* behavior. The *Directive* personality usually creates a lesson in a well-structured way and task-oriented. Teacher A's students also may feel more difficult in facing her tests. However since the teacher is also being helpful, her students would not feel uncomfortable every time they ask her questions. On the other hand, Teacher A perceives herself as *Authoritative* which has a high standard on her students' attitudes and achievements.

Teacher B

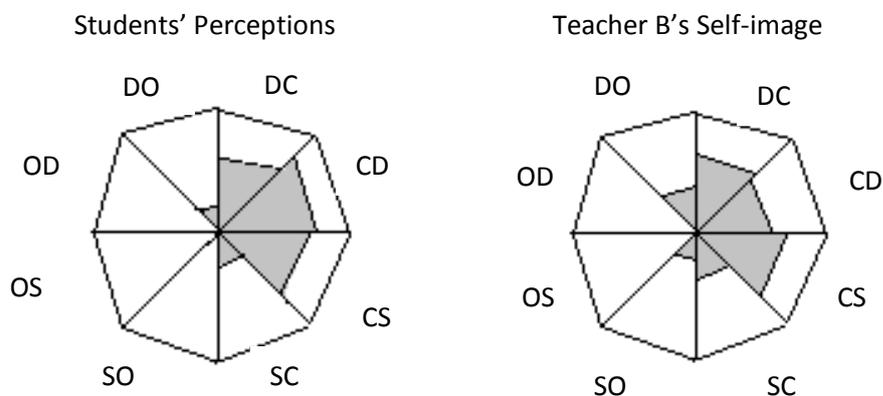


Figure 5. Tolerant – Authoritative Personality

Personality Scales	Mean Score	
	Students' Perception	Teacher B's Self-image
DC - Leadership	3	3.2
CD – Helping / Friendly	3.7	3
CS – Understanding	3.5	3.5
SC – Student Freedom	1.2	1.8
OS – Uncertain	0	1
OS - Dissatisfied	0	0
OD - Admonishing	0	0
DO - Strict	1	2

Table 3. Results on Teacher B and the Students' Perception

Teacher B in relation to his *Leadership* personality is being perceived the same with his students and what he believes. He shows more enthusiasm by *getting students attention* during his class hours. The same thing is also seen by his students. Moreover his students perceive him as a helpful teacher through his *friendliness, good sense of humor* which is resulted in creating a pleasant class environment. Students also perceives Teacher B being *understandable*, he often talk about it whenever his students shows disagreement. Furthermore, students see Teacher B as a good listener and patient. For this result the students even give higher score than Teacher B himself. Results on *Freedom* shows that the students feel that Teacher A is not giving them flexibility as much as they want. Here they perceive Teacher A is slightly intolerable and not easily being influenced. Different perspective on Teacher A shown where he believes that he gives more freedom to the students by *letting them decide their own activities in the class* on the other hand he doesn't let his students influencing him.

Further result shows that Teacher A nearly reflects the *uncertainty* personality. His students never see him being *hesitant, unsure about things he does, nor being confused with the situation*. On the other hand Teacher A believes that once in a while he shows *uncertainty* which can be seen every time he *lets his*

students take charge for their assignments. Based on the students views, Teacher B never shows any *dissatisfaction* towards his students. Although Teacher B believes that he sometimes thinks that his *students cheat and suspicious* . This result resulted in his Strict behavior where he tries to control the classroom and giving them hard test. For this result, his students agreed him as well. Overall result of Teacher B reflects as *Tolerant and Authoritative* personality. Both diagram shows that Teacher B performs a tolerant-authoritative personality, where he tries to control the class and also being helpful to his students.

The diagram pattern shows that Teacher B is perceived as being *Tolerant / Authoritative*. This teacher is described as friendly, helpful and likes to deliver variety of methods in the class. He also gives more responsibility to his students by letting them choose their own task. Students feel comfortable around him especially by his jokes and laughing. However the *Autoritathive* are showed that Teacher B still controlling the class with few rules and discipline. Thus the rules make the students put some respect to this teacher.

Teacher C

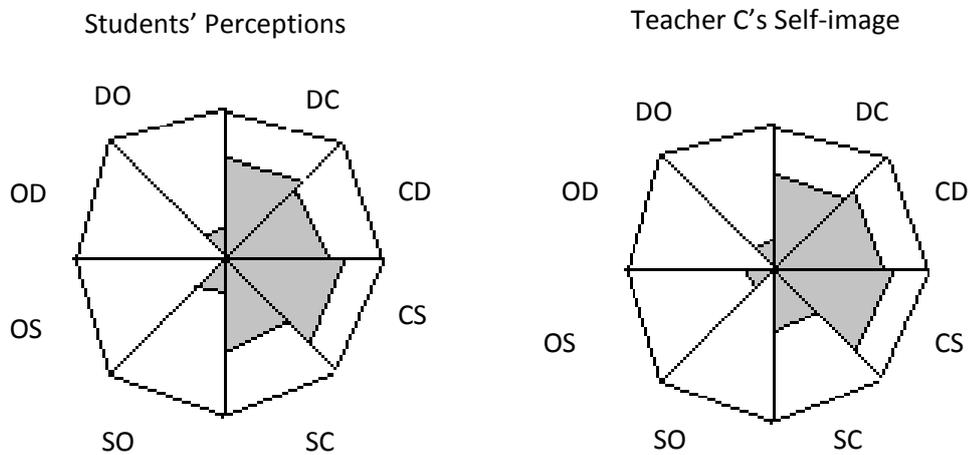


Figure 6. Tolerant – Authoritative Personality

Personality Scales	Mean Score	
	Students' Perception	Teacher C's Self-image
DC - Leadership	3.3	3.3
CD – Helping / Friendly	3.2	3.5
CS – Understanding	3.8	3.8
SC – Student Freedom	3	2
OS – Uncertain	1	0
OS - Dissatisfied	0	1
OD - Admonishing	0	0
DO - Strict	1	1

Table 4. Results on Teacher C and the Students' Perception

Teacher C viewed as having leadership from his students. His students can feel how he always shows *enthusiasm* every time he delivers his subject. He also viewed as a teacher who *confidently* expressing his ways and as a result he could *get students attention* during his class-hours. Besides having a good leadership, Teacher C also always tries his best to *understands* the students needs, he would be willing involving himself in a certain discussion, and he even notices students difficulties. What teacher C believes is confirmed exactly by his students' perceptions. Conversely, different result showed under *Freedom* personality. Teacher C believes that he limits the students by not *letting them do decide their own tasks* and *influencing him* but on the other hand his students view him differently. Most students perceive him as a *tolerable, easy to get influence, and let them do their own work*.

Teacher C's students never feel any disappointment showed through their teacher though on the other side the teacher feels that his students *seldom cheat* and becoming *suspicious*. Thus overall, he trusts his students and never disappointed even though they can't do their tasks well. His result on *Strictness* also resulted the same, Even though he appears strict, he never gives hard test nor to ask them stay silent. Since his personality is also being helpful, students are more to feel comfortable rather than afraid of him.

Similar with Teacher B, the overall result shows that *Tolerant* and *Authority* are reflected and also perceived from his students as well.

Teacher D

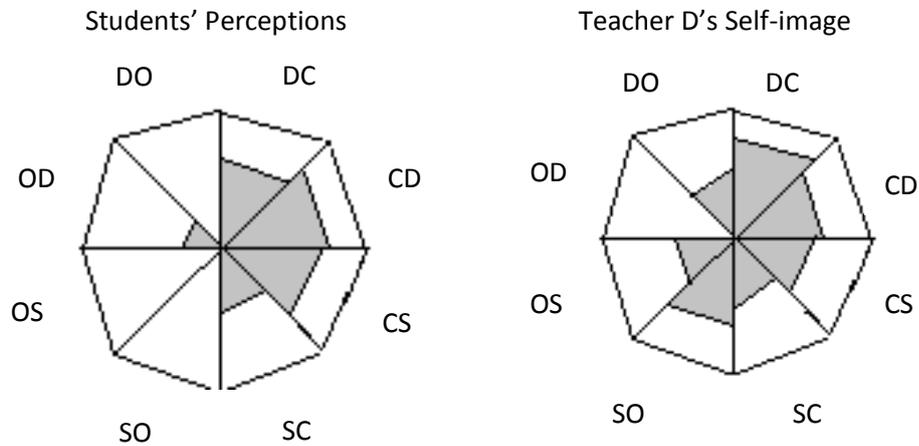


Figure 7. Tolerant – Uncertain Personality

Personality Scales	Mean Score	
	Students' Perception	Teacher D's Self-image
DC - Leadership	3.3	3.8
CD – Helping / Friendly	3.8	3.3
CS – Understanding	3.6	3
SC – Student Freedom	2.3	2.6
OS – Uncertain	0	3.1
OS - Dissatisfied	0	2.7
OD - Admonishing	1	2.8
DO - Strict	1	1

Table 5. Results on Teacher D and the Students' Perception

According to his students, the most dominant interpersonal behavior expressed by Teacher D is *Helping/Friendly* personality. Most of his students view Teacher D as a teacher that they can rely on and also has a good sense of humor. Similarly to what he believes, Teacher D creates a pleasant environment to his students. Moreover he shows a good leadership in class. He thinks that confidentiality and

enthusiasm is important every time he faces his students. On the other hand his students also see him as being understandable. Contradicted with his confidently, Teacher D always feels *uncertainty* in some areas, such as *being hesitant, unsure about things he does in class, and act as if he doesn't know some things* dealing with the lessons. However his students perceive differently, they even never see or feel that kind of behavior from their teacher. Similar result also showed under *Dissatisfied* personality, how he believes that he is a strict person in class but his students also don't feel the same way. Some parts they agree that he has high standards in giving score and often they feel afraid around this teacher. The diagrams showed that Teacher D's students tend to see him tolerable however the teacher views himself as being an uncertain more dominance in his personality.

According to the diagram, Teacher D's students view him as a *Tolerant* which often occurs as being disorganized and showing uncertainty in some parts. Teacher D's perceived himself as an *Uncertain / Tolerant* which mostly unstructured and being cooperative to his students. Fortunately, since he is showing enthusiasm through his lessons the students feel comfortable and always ask his help whenever they need it.

5. Summary and Conclusion

This study investigated differences in perceptions of teachers and student regarding teachers' interpersonal behavior taken from four language teachers. For this purpose, the data was collected and analyzed based on the diagram of teacher's interpersonal behavior. Classroom patterns of interpersonal relationship were categorized within eight types as well. Some differences in students and teachers were found. The findings showed that most all teachers perform a tolerant personality which is agreed by students. By being tolerant, teachers and students are having a mutual communication where the discussion is being main part on the class activities. Tolerant teachers is also seen as *cooperative* and *helpful* however there are times that the teachers act as he or she doesn't know what to do, as a result, he or she may appear hesitant. Authoritative, on the other hand is also obtained by most of the teachers. The belief that a teacher should

always be confident makes students put respects to the teacher. They would not underestimate the task-given as well with the evaluations.

In details, based on the result diagrams, Teacher A reflects directive-authoritative personality. In the Authoritative atmosphere the lesson is well planned, more structured and task oriented. The Authoritative teacher is always enthusiastic and full of confident. Therefore students would feel more comfortable in the classroom. Teacher B and C on the other hand show a Tolerant / Authoritative personality both are perceived by the students and the teachers as well. Furthermore Tolerant / Authoritative teachers always create a situation which support student responsibility and freedom. They are aware on student needs and try to be helpful every time the students face difficulties. As a result, the supportive environment creates a comfortable situation where the students may express their ideas freely yet by putting some respects to their teacher. For Teacher D, even though he may seen as *Uncertain / Tolerant* teacher, he trusts his students and give them more responsibility in class. Moreover, he is not being hesitant to have discussion with his students.

In conclusion, good teachers reflected through their interpersonal behavior which is seen by their students. Some good personality such as *authoritative-tolerant* is preferable both by students and the teachers. It is hoped that by obtaining a good personality will create a good environment to both students and teachers.

About the Writer

I am Magdalena Kartikasari Tandy Rerung, (31 years old). I graduated from Atma Jaya University majored in Applied English Linguistics. I recently work as an English Lecturer for the English Language and Culture Department at Universitas Bunda Mulia-Jakarta. Lately, I put my interest in observing on teachers' behavior and hoping the result will add more insights on how teachers can measure themselves towards the students' perspective. Feel free to contact me in 0815-9957133/ e-mail: mrrerung@bundamulia.ac.id

References

- Bell, Teresa R. (2005). *Behaviors and Attitudes of Effective Foreign Language Teachers: Results of a Questionnaire Study*. *Foreign Language Annals*, Vol 38. no 2.
- Fisher, Darrell; Fraser, Barry; and Cresswell, John (1995) *Using the "Questionnaire on Teacher Interaction" in the Professional Development of Teachers*, *Australian Journal of Teacher Education*: Vol. 20: Iss. 1, Article 2. Retrieved Aug 28 2012 from <http://ro.ecu.edu.au/ajte/vol20/iss1/2>
- Fisher, Darrel and Rickards, Tony (1993) *Associations between Teacher – Students Interpersonal Behaviour and Student Attitude to Mathematics*. *Mathematics Education Research Journal Vol 10 no.1*. Retrieved Aug, 28, 2013 <http://www.academia.edu/234314/>
- Levy, J., Creton, H., & Wubbels, Th:' (1993). Perceptions of interpersonal teacher behavior. In Th. Wubbels & J. Levy (Eds.), *Do You know what you look like? Interpersonal relationships in education* (pp. 29-45). London: The Falmer Press.
- Rusmar, Irfan (2002) *Relationship between Teacher Interpersonal Behaviour and Students Attitude toward Mathematics in Indonesian Lower Secondary School*. Post Graduate Programme, SEAMEO RECSAM. Retrieved Sept, 17, 2012 from <http://acehrecsam.files.wordpress.com/2010/07>
- Shuell, T. J. (1996). Teaching and learning in a classroom context. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 726-764).
- Watzlawick, E, Beavin, J. & Jackson, D. (1967). *The pragmatics of human communication*. New York: Norton.
- Wei, Michael; Brok, Perry Den; Zhou, Yalun. (2009) *Teacher Interpersonal behavior and student achievement in English as a Foreign Language classrooms in China*. *Learning Environment Res Vol 12: 157-174*.
- Wubbels, Theo, Brekelmans, Mieke, Brok den Perry. (2006) *Multilevel issues in research using students' perceptions of learning environments: The case of the Questionnaire on Teacher Interaction*. *Learning Environment Res*. Retrieved Aug, 15 2012 <http://www.academia.edu/234314>