

THE PERCEPTION OF STUDENTS TOWARD TEACHER VOICE TONE IN CLASSROOM INTERACTION : A LITERATURE REVIEW

Insani Nurchintyawati
STAI DDI Pinrang
Insaninurchintyawati@gmail.com

Abstract

Communication is the process of how communicators convey information or a message to his or her communicant and to create a common meaning with each other. There are wide ranges of ways in which we communicate and more than one may be occurring at any given time. The different categories of communication consist of spoken or verbal communication, non-verbal communication and written communication. However, research shows that 70% to 80% of human communication is done non-verbally conveyed. Non-verbal communication is very important because it can strengthen, clarify and complement the verbal communication. Non-verbal signals can give additional information or clues and meaning over and above spoken (verbal) communication. There are many kinds of non-verbal communication like facial expressions, gestures, body language, and many others. One of non-verbal communication is mostly done is voice of tone or paralanguage. Voice of tone is basic tool in human communication. It can have a huge impact on teaching and relationships between teacher and students. In the process of learning in the classroom teachers voice tones can lead to a variety of student perceptions. This is quite interesting for in further study. Therefore, this paper will be explained about students' perception toward teacher voice tone in classroom interaction.

Keywords: classroom interaction, communication, nonverbal communication, students' perception, teacher voice tone

Introduction

Communication is a key of human relationships. It defined as the process of how communicators convey information or a message to his/her communicant, to create a common meaning with each other. According to Pearson and Nelson (2017) communication is based on the Latin word communicate, which means “to share” or “to make common” It is defined as the process of using messages to generate meaning, which is consistent with the root definition.

According to Littlejohn and Oetzel (2017), communication is your daily practice which is inextricably linked to all aspects of human life, and it is easy to overlook its dissemination, importance, and complexities. Communication with others and messages from people we don't even know influence every aspect of our daily lives people near and far, living and dead. Effective communication can aid in the resolution of problems in our professional lives as well as the improvement of our personal relationships. We have no control over communication. We participate in this activity.

Effective communication in the learning process is needed as a media for teachers to transfer knowledge, skills, and attitudes that lead to improvement and betterment of the generation. So to meet the objectives of the teaching and learning process there must be a clear and effective communication between teachers, students and relevant parties in the learning process.

As has been known that communication consists of two types namely verbal communication and non-verbal communication. Verbal communication is a process of communication through spoken language (words). While non-verbal communication is the delivery of information (messages) without words / unspoken language, such as gestures, body language, facial expressions, eye contact, etc.

In facts, research shows that 80% of human communication is done non-verbally conveyed. Lots of interaction and communication in daily life in our society use non-verbal

communication. Nonverbal communication is the process of conveying information without using spoken or sign language (Ottenheimer & Pine, 2017)

According to Ruben and Stewart (2014), Non-verbal communication divided into several types such as, Paralanguage, Kinesics, Haptics, Proximity and Chronemics. In a review of the literature, Duncan (1969) also suggests a list of nonverbal communication modalities might include: (a) body motion or kinesics behavior: gestures and other body movements, including facial expression, eye movement, and posture; (b) paralanguage: voice qualities, speech non fluencies , and such non language sounds as laughing, yawning, and grunting; (c) proximity: use of "social and personal space and human's perception of it"; (d) olfaction; (e) skin sensitivity to touch and temperature; and (f) use of artifacts, such as dress and cosmetics.

This present study was concerned with paralinguistic; more specifically, it was concerned with one aspect of voice quality that is voice tone. What is meant by voice tone is simply the feeling expressed in the voice. In the process of teaching and learning, a teacher must take voice tone into account because it will affect the student's interest in what the teacher delivered during the presentation of the material. So, to avoid misunderstanding and keep the focus / attention of students, teacher needs to maintain the stability of his voice tone.

The purpose of this study was to demonstrate the voice tone as one of nonverbal communication as well as to determine the perception of students toward teacher voice tone in classroom interaction. In this paper, there will be covered some pertinent ideas and related research about concept of communication, particularly nonverbal communication, types of nonverbal communication, concept of voice tone, teacher voice tone in teaching, and the perception of students toward teacher voice tone in classroom interaction.

It is aimed that this paper can be useful theoretically for teachers and students so that they can broaden their insights related to voice tone especially for the importance of teacher voice tone in teaching and learning process. In addition, it is hoped that this paper

can practically influence the way teachers teach in using appropriate vocal tones during their teaching, as well as for students to be able to listen to teachers' instruction well during the teaching and learning process.

Method

This literature-review research examined relevant research articles published in reputable journals or conference proceedings. The word 'reputable' referred to journals or conference proceedings that are nationally or internationally accredited.

This study analyzed more than 20 research articles using thematic analysis. The articles were then identified about contributions, problems and pedagogical implications of the perception of students toward teacher voice tones in classroom interaction.

Result and Discussion

Communication is the imperative and becomes the basic need and integral part of human beings' life. Many experts and researchers have defined communication. According to The National Communication Association (2002), the word 'communication' means 'the process through which people use message to generate meaning within and across context, cultures, channels and media. Another definition of communication brought by Wood (2004), she states that communication is "a systemic process in which individuals interact with and through symbols to create and interpret meanings." Thus, communication may be understood as a way or process to share information, ideas, thoughts, opinions, knowledge, etc with each other using symbol in culturally understandable ways of those who are engaged in communication

A. Non-verbal Communication

Nonverbal communication is a process of conveying the type of information in the form of non-linguistic (unspoken) representation such as body language, gestures, appearance, eye contact, etc. According to Salomon & Theiss (2013) defined nonverbal

communication as the process of one person creating meaning in the mind of another person through nonverbal behaviors. Another definition by Rasyid & Muhayyang (2016) state that, nonverbal communication as nonlinguistic behaviors that are either sent with intent by sender or interpreted as meaningful by receiver influences meaning in interaction. So, it can be stated that nonverbal communication is different from verbal communication. It is the process of sending and receiving messages without using words, either spoken or written.

Argyle (1988) concluded there are five primary functions of nonverbal bodily behavior in human communication:

- Express emotions
- Express interpersonal attitudes
- To accompany speech in managing the cues of interaction between speakers and listeners
- Self-presentation of one's personality
- Rituals (greetings)

Burgoon (2011) has identified seven different nonverbal dimensions: (1) kinesics or body movements including facial expressions and eye contact; (2) haptics or touch; (3) proxemics or personal space; (4) physical environment and the artifacts or objects that compose it; (5) personal appearance; (6) chronemics or time and (7) voice or paralanguage that includes volume, rate, pitch, and timbre;.

1) Kinesics

Kinesics mainly deals with the body languages such as postures, gestures, head nods, leg movements etc. In different countries, the same gestures and postures are used to convey different messages. Sometimes even a particular kinesics indicating something good in a country may have a negative meaning in any other culture.

2) Haptics

Haptics is the study of touching as nonverbal communication, and haptic communication refers to how people and other animals communicate via touching.

3) Proxemics

Proxemics deals with the concept of space element in communication. It explains four zones of spaces namely intimate personal, social and public. This concept differs with different culture as the permissible space varies in different countries.

4) Artifactics

Artifactics studies about the nonverbal signals or communication which emerges from personal accessories such as dresses or fashion accessories worn and it varies with culture as people of different countries follow different dressing codes.

5) Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Appearance can also alter physiological reactions, judgments, and interpretations.

6) Chronemics

Chronemics deal with the time aspects of communication and also include importance given to the time. Some issues explaining this concept are pauses, silences and response lag during an interaction. This aspect of communication is also influenced by cultural differences as it is well known that there is a great difference in the value given by different cultures to time.

7) Voice (Paralanguage/paralinguistic)

Paralinguistic are the voice involved in communication other than actual language and involves tones, pitch, vocal cues etc. It also included sounds from throat and all these are greatly influenced by cultural differences across borders.

B. Voice Tone

The voice is a basic tool in human communication and an important factor in a positive self-understanding and identity (Belle, 2008). Tone of voice is how the character

of your business comes through in your words, both written and spoken. It's not about what you say, but rather the way that you say it, and the impression it makes on everyone who reads or hears you.

Voice tone is the change in how high or low the voice is that can change the meaning of a word or sentence. It is the way someone speaks, as characterized by tone, pitch, speed, rhythm, melody, accent, etc. (CambridgeDictionary.com). It also called paralinguistic that refers to vocal communication that is separate from actual language. This includes factors such, prosody, volume, intonation, loudness, inflection and pitch, etc. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

A person's moods and emotions are reflected in his tone of voice and passion is an instinctive emotion that comes straight from the heart (Rasyid & Muhayyang, 2016). Consider all the different ways simply changing our tone of voice might change the meaning of a sentence. For example, a friend might ask you how you are doing, and you might respond with the standard "I'm fine," but how you actually say those words might reveal a tremendous amount of how you are really feeling. A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

C. Teacher Voice Tone in Teaching

Teacher voice is one of the teacher's greatest assets. One of the secret of successfully of many teachers is his/her voice tone qualities and skillful (Morton, 2012). As teachers, we're constantly thinking of new ways to keep students engaged during lessons. There's one great tool (and it's not tech-related) that can be very powerful in sparking our students' interest. It is the teacher voice tone.

According to Galan (2014) there are many ways that teacher can use their voice tone as an effective teaching tool. Consider the following:

1. Inflection and Vocal Variety

Excitement and passion about the subject should be reflected in the sound of our voice! Even more than excitement, teachers should have a variety of tonal expressions to keep messages interesting. Use these strategies during your lessons, or reach students with important messages outside of the classroom with Voice Clips.

2. Slow down

While verbally communicating information, it's important to be clear and concise. Even though you may have a great deal of material to cover, don't let your words jumble together! You don't want to lose students if you're speaking too quickly. Slow down and be sure to pause for emphasis on different points. Pauses are also great transition mechanisms in between topics or leave enough room for student input.

3. Volume

Use different levels of volume to emphasize various activities. Whispering can even grasp student's attention, as if you're letting them in on a secret. You'll find the class grows quiet so that they can hear your special announcement! Sending a Voice Clip outside of class will also get students excited for the next day's activity.

4. Include other voices and sounds

Make your content dynamic by including other sounds alongside your voice. Music, character voices or sounds from nature can bring listening to life.

5. Expression

In the classroom, what teacher say and how say it is important. Use an expressive, sincere voice to encourage a student that struggles with new concepts. Quietly affirm someone who has little support or encouragement at home. When the class (or a student) is overly-excited, a calm, steady voice can help diffuse the situation.

Express pride in children and groups when they are cooperative and helpful. When special events are on the schedule, share your anticipation through the tone of your voice.

Your facial expressions. tone of voice and pitch automatically come into play as you speak. Be expressive as you teach and never hesitate to inject true emotion into your voice. This helps the children learn to be expressive, too.

D. Students perception Toward Teacher Voice Tone in EFL Classroom Interaction

Perception is a part of all human daily lives which implies that anything an individual does with other people must involve perception. According to Wood (2010), perception as the active process of creating meaning by selecting organizing, and interpreting people, objects, events, situations, and other phenomenon.

Actually, it is always subjective and partial because each individual cannot perceive everything at the time and perception is shaped by people physiology, culture, standpoint, social roles, cognitive abilities, and personal experience.

This can happen to students, where each student has a different perception of each teacher's appearance in this case both physically and the teacher's performance in the material class, including the teachers' voice tone because one thing teachers do most frequently is talking.

According to Shah (2012) stated that teacher strongly depend on their voices to the extent that their voice's volume may not only transmit information but also mood and feelings that will generally impact student's learning.

Morton (2012) also found that voice deficiencies and mannerisms can destroy teacher's effectiveness. Some are so unfortunate as to have voices that to do not seem to fit their physical build. Teacher at multilevel should be concerned with many other considerations that volume and tempo.

Based on research conducted by Handerer (2014), it can be stated that the teacher's tone of voice has an indirect effect on students' academic achievement in classroom interactions; more specifically, the expression of warmth, anger and anxiety in the influential teacher is conveyed by the tone of the teacher's voice. This has a positive impact through the relationships built between students and teachers. Students will have

a positive perception of their teacher when the teacher can convey material well and clearly by their voice tone which has a positive impact on their interest in improving the learning process in class interaction.

Demonstrating a medium range voice tone means that a teacher must possess a firm and audible voice. Being audible does not mean being loud. This just implies that students at the back of the class must be able to hear the teacher as well as those at the front. In the meantime, establishing a high range voice tone means being loud and irritating (Nicholson, 2012).

Another researcher by Koch (2017) stated that a teacher's use of voice is important because it serves to communicate attitudes and emotions in ways that are often ignored in early childhood classroom research. When teachers take different roles in relation to children, they use their voice with different pitch, melody, and loudness. It can shows the characterize paralinguistic elements in teacher's voices tone with potential consequences for children's affective responses and perception and how this auditory elements of teachers' voices need consideration when planning and evaluating educational practice.

Conclusion

The voice is a basic tool in human communication. It also gives effect in communication between teacher and student in classroom interaction. Teacher voice tone is one of the most effective tools that teacher have. Many researchers have been conducted to find out about the effect of teachers voice tone in learning process and how the various perception by students about the teachers voice tone in the classroom interaction. It was found that teacher vocal tone can have a huge impact on learning and teaching process and positive perception of students, because the point of a good teacher is knew how to catch students' attention, make the subject interesting and inspire students to learn.

The human voice is truly an amazing gift. Teachers have the ability to change the atmosphere in classroom with their voice tone. A whisper is an unexpected change in

volume level that will catch students' attention and hold it for brief periods of time. Using a monotone voice will certainly do the same. And remember that the ability to speak and teach is truly a gift. By using voice tone as an effective teaching tool, it can impress the hearts and lives of students.

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