EFL TEACHERS' APPROVAL AND DISAPPROVAL BEHAVIOR IN CLASSROOM INTERACTION

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ABSTRACT

The objectives of the research were to find out: (1) the kinds of approval and disapproval behavior used by EFL teachers in classroom interaction, (2) the most frequently used of approval and disapproval behavior by EFL teachers in classroom interaction. This research employed qualitative research design and applied discourse analysis method in analyzing the teacher's behavior. The research participants were English teachers of SMA Islam Athirah Baruga. The data were collected by employing video recording. The results of this research revealed that (1) the kinds of approval and disapproval behavior used by EFL teachers in classroom interaction were categorized into three level namely strong, moderate and weak for approval and disapproval behavior included verbal and non-verbal behavior, those approval behaviors such as: "thank you", "good", "excellent", "exactly" and "clap hands" and for disapproval behaviors were "pay attention", "silent", "no voice", "pointing students" and "sstt", (2) the most frequently use of approval and disapproval uttered by teachers was "okay", then for disapproval was "pay attention".

Key words*: Approval Behavior, Disapproval Behavior, Classroom Interaction*

INTRODUCTION

In teaching, EFL teachers have a big influence to the students' behavior. Studies emphasized that teachers should approve appropriate students behavior more and decrease disapproval behavior for a successful teaching (Swinson & Harrop in Yildiz and Pinar 2013). Approval behavior is considered as a praise or positive reinforcement from teachers to the students' behavior if the students do the appropriate things. While, disapproval behavior

described as a reprimand or negative reinforcement that uttered by teachers to the students behavior if the students do inappropriate things. Moreover, approval and disapproval behavior that comes from teachers has big effect on the students' behavior. The students may feel enthuse and enjoy in expressing their ideas in the class if the teacher always give more good approval and less disapproval. Nevertheless, teacher still should disapprove the students who are wrong in

answer the question or doing inappropriate things but it must be done softly and try to not making students afraid to speak in the class.

Besides, interaction is an important thing that should be considered in teaching and learning in the classroom. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal (Celce-Murcia in Uspayanti 2015:3). Therefore, the teachers are requires to build a good interaction with students in the classroom in order they can understand and communicate well with the students. Therefore, it is important to know the kinds of approval and disapproval behavior that teachers usually use when they are teaching in the classroom.

This research was intended to answer the following questions; (1) What kind of approval and disapproval behavior are used by EFL teachers in classroom interaction?, and (2) Which approval and disapproval behavior are most frequently used by EFL teachers in classroom interaction?.

According to Partin (2010:2), teacher approval is characterized as positive feedback directed toward a student or to a group of students (e.g., praise statement) that is verbal, or both verbal and nonverbal. Whereas, Teacher disapproval is characterized as negative feedback (e.g., reprimand) directed toward a student or to a group of students that

is verbal, or both verbal and nonverbal. Swinson and Harrop (2001:160) highlighted approval as a teacher response that indicated praise or satisfaction with the behavior of one or more pupils. That included positive comments like 'well done', 'good boy/girl', 'I like that', and also remarks such as 'right' in response to an answer. While, disapproval included 'telling off' and negative remarks such as 'no' or 'I don't think that's right'. Moreover, according to White (as cited in Beaman & Wheldall 2000:433), teachers' approval as 'a verbal praise or encouragement', and teachers' disapproval as 'a verbal criticism, reproach, or a statement that the student's behavior should change from what was unacceptable to acceptable to the teacher'. In addition, Yildiz and Pinar (2014:37) classify approval behaviors of teacher involved in the form are as follows: (1) Verbal behaviors: "nice", "bravo", "great", "well done", "super", "great job", "you are very creative", "your ideas are very different", "thank you". (2) Non-verbal behaviors: giving applause, caress student's head, patting on student's shoulder, okay mark, and etc.

Disapproval behaviors as follows: Verbal behaviors: "don't talk", "don't make any noise", "shut up", "shh", "there is too much noise", "be quite", "don't (do)" …, "why aren't you (doing)" …, "remove it", "why didn't you bring your notebook", "I forbid speaking", "sit down", "why are you walking around", "what's going on there", "raise your finger", "how should you ask for permission to speak", "how should we

behave", "listen", "listen well", "if you are done sit back".

Non-verbal behaviors: showing 'shh' with fingers, frowning, and etc.

METHODOLOGY

The research employed descriptive qualitative research. This research used discourse analysis method to find out the use of approval and disapproval behavior of EFL teachers towards students' behavior in the classroom and wanted to see which approval and disapproval behavior are most frequently used in teaching in the classroom. The research was conducted in SMA Islam Athirah Baruga Makassar on Kompleks Bukit Baruga Antang Makassar, South Sulawesi. The participants of this research were the English teachers and the students of SMA Islam Athirah Baruga Makassar who were taught by those teachers. Therefore, two teachers had been observed in this research. The data of the research were obtained from the results of observation and interview. Classroom observation was used to gain the data which related to the use of approval and disapproval behavior by EFL teachers which were written in the field notes. Therefore, the researcher recorded the teaching and learning process by using video recording. The video recording was used to record the teachers' voice and all the teachers' non-verbal communication that showed during classroom interaction.

FINDINGS

This presents the findings of the data analysis of the data collected from classroom observation which included video recordings and interviews to answer the research questions put forward in introduction.

From the data analysis, the researcher found that the teachers used some approval and disapproval behaviors included verbal and non-verbal. Those approval and disapproval behaviors were done by teachers during teaching and learning process in the classroom. Besides, the findings of approval and disapproval behavior were categorized into several levels. Approval behaviors include verbal and non-verbal were categorized into 3 levels namely; strong, moderate and weak, as well as the disapproval behaviors.

In addition, the category of approval and disapproval behavior was determined by looking at the situation that happened when the approval and disapproval behavior occur. Hence, strong approval and disapproval is defined as if the teachers strongly meant that behavior to students, sometimes accompanied by some additional words (praise/reprimand). Whereas, moderate approval and disapproval is defined as if the teachers just do that behavior without any additional word, while weak approval and disapproval is defined as if the teacher do the behavior looks like he/she feel doubt with the behavior and for approval sometimes the teachers do the behavior just to confirm the student's behavior.

Then, the lists of approval and disapproval behavior used by teachers were presented into table as follows:

Table 1. List of Teachers' Approval and Disapproval Behavior

		Teacher 1	F	Teacher 2	F
APPROVAL	1. Strong	a. Thank you very much b. Off course c. Right d. I like the confident student e. Ahaa f. I respect your opinion g. That's good h. You are welcome i. Clap hands (non-verbal)	6x 1x 1x 1x 2x 1x 6x 1x 13x	a. Exactly b. Excellent c. Nah d. Good e. Ok, you did correct f. Clap hands (non-verbal)	2x 1x 3x 4x 1x 1x
	2. Moderate	a. Thank you b. Yes c. Okay d. Nodding (non-verbal) e. Smiling (non-verbal) f. Laughing (non-verbal)	14x 30x 54x 3x 6x 3x	a. Thank you b. Yes c. Okay d. Nodding (non-verbal)	2x 5x 17x 1x
	3. Weak	a. Oh really? b. Hmm.. c. Alright d. Are you sure?	6x 4x 5x 1x	a. Ahh..	1x
DISAPPPROVAL	1. Strong	a. Don't help your friend b. Pay attention c. No voice d. No one speaking e. No one can make noise f. Pointing (non-verbal) g. Don't speak h. Don't make a code i. No bodies talking j. Don't say that k. No gossip	1x 7x 4x 2x 1x 1x 3x 1x 1x 1x 1x	a. Don't play b. Pay attention c. Don't be noise d. Be quite e. Sit down f. What are you doing? g. No, it's not you h. Pointing (non-verbal) i. Don't disturb your friend j. Sshht..	1x 4x 1x 1x 3x 1x 1x 1x 1x 3x
	2. Moderate	a. Silent, please b. No c. Put finger into mouth (non-verbal)	1x 4x 1x	a. Listen carefully b. No c. Silent, please	1x 2x 1x
	3. Weak	-		-	

Based on the table 1, it can be seen that both of teachers use some approval and disapproval behaviors through verbal and non-verbal behavior. Those behaviors had categorized into level of how approval and disapproval were done by teachers.

DISCUSSION

Kind of Approval and Disapproval Behavior Used by EFL Teachers

From the data transcription, it can be concluded that there were many approval and disapproval behaviors done by both of teachers. Yildiz and Pinar (2014:37) classify approval behaviors of teacher involved verbal

and non-verbal behaviors. Verbal behaviors included "nice", "bravo", "great", "well done", "super", "great job", "you are very creative", "your ideas are very different", "thank you". While non-verbal behaviors included giving applause, caress student's head, patting on student's shoulder, okay mark. Thus, it can be seen that the researcher found several statements that is same with the Yildiz & Pinar's classification, which was included verbal behavior *"thank you"* and non-verbal behavior *"giving applause"*. Those approvals uttered by teachers when their students did something good or perform good and when they had finished their exercise or they had answered the questions that the teacher offer to them, and also when they had showed their attention to teacher's lesson. This study presented 2 approval and disapproval behaviors from each teacher as the representative from all of the approval and disapproval behaviors that have found. Then, the results of the data analysis are revealed more detail in the following extract:

1) ***Approval behavior***

Teacher 1

Extract 1

T : Okay. I want this one is very good discussion. Not Just like ee you are waiting me to ask you question. Okay, so we change like this. The procedure will be like this, I give you one minute, to say something about music ya. It starts from Aul. Come on!

S1 : (Speak unclear)

T : **Thank you very much**. Alya?

S2 : For me, music can make ee some person very <X words X>   if you want more relax ee to show the expression, showing to the whole world your expression by the movie or music. Like that.

T : **Thank you**.

Analysis Extract 1

Based on the extract 1, the teacher 1 brought some topics to be discussed by students in the class and they must speak anything about that topic. Then, the teacher approved the student's opinion by saying *"thank you very much"*. Teacher said that utterance 2 times because two students had talked about their opinion and the teacher appreciated them for answering the teacher's question. However, first approval was categorized as strong approval because teacher said the expression *"thank you"* completely with the word *"very much"* and second approval was categorized as moderate approval as the teacher just said *"thank you"*. Therefore, the teacher used approval statement to let students feel being appreciated from what they had done. In line with that, the teacher seemed to have known the use of approval well in the classroom by giving students a compliment every time they make an appropriate thing.

Extract 2

> T   : Okay I will call the first are Dafa and Irfan, come on.. everyone pay attention please, hey hey hey all of you pay attention to your friend, come on..
> S1 & S2 : (doing conversation)
> T   : **Okay, clap your hands to your friends**.

Analysis Extract 2

Based on the extract 3, the teacher 1 still used the statement *"okay, clap your hands to your friends"* to compliment the students. The teacher asked students to do some conversation about "introduction" because that was the first meeting after holiday so the students still didn't know each other. Therefore, the students did conversation in pairs in front of the class and. The situation showed that teacher appreciated the students in doing conversation by command to clap hands through non-verbal behavior then the teacher gave them compliment. In short, it is important to give compliment or praise to students even they do not do a special thing at least they had done the activity that teacher asked.

Teacher 2

Extract 1

> T : What do you think? *Dengar, perhatikan*..the sentence is "if you want to respond my jokes, please hurry" Mam says. Ilham *bilang ini adalah*, Ilham said that this sentence is direct sentence, Ilham *bilang ini adalah kalimat langsung* and I ask you why do you think that this is direct sentence? *Kenapa kamu bilang ini kalimat langsung?*
> S : *Ada* quotationnya
> T : **Nah good**, there is quotation mark. *Jadi* what else that makes you consider that this is direct sentence? *Apa lagi yang kamu merasa kalau ini memang* direct sentence? Ami first

Analysis Extract 1

For the extract 1, the teacher 2 tried to review the material that students had learned before, so the teacher gave some questions about the material while the students answered it. Moreover, one of students said the right answer then the teacher said *"nah, good"* to appreciate their answer. From that statement, the teacher used approval statement which indicated as praise or compliment. By looking at this data, it can be said that teacher 2 also knew well about how to approve the students in the classroom. This is also can be proven by the result of the interview for teacher. As the teacher argued that she tends to give approval behavior when the students perform well and when the teacher gives question and the students gives feedback to the teacher.

Extract 2

> T : Ok, guys. Let's complete the lyric. Do you know what is time flies?
>
> S : *Waktu berlalu*, Mam.
>
> T : **Excellent**! Time flies so fast. So guys, can you catch the meaning?

Analysis Extract 2

Based on the extract 2, the teacher 2 used approval statement by saying *"excellent"* to the students. It means that the teacher gave compliment to the student and the reason for teacher by saying that statement because the teacher asked *"Do you know what is time flies?"* and the student answered *"waktu berlalu"*. That was the right answer so the teacher gave compliment to the student. Regarding the analysis, the result is also supported by the result of interview session for teacher 2 as the researcher asked about *"what kind of approval that she always use?"*, as the teacher 2 said she always uses the approval *"excellent"*.

2) *Disapproval Behavior*

Teacher 1

Extract 1

> T : Okay. Now, we are going to ... (students are noise) **hey come on! Pay attention**. We are going to talk about music. What is your favourite music? And then give some opinion about the singer, about the song, or anything you want to talk about your favourite ee music or singer or song. Start from Devi first.
>
> SS : (sigh)
>
> S2 : (silent)

Analysis Extract 1

Based on the extract 1, the teacher 1 used disapproval statement to the students by saying *"hey come on! Pay attention"*. At that time, the teacher was explaining the material that will be discussed while the students were making noise. Therefore, the teacher gave disapproval to the students. Regarding the previous analysis of extract 1, this result is also supported by the result of interview for teacher 1 about the disapproval. The teacher said he used disapproval behavior to students when the students act out of the rules or do inappropriate things like they make noise or don't pay attention to the someone's speaking in the class.

Extract 2

> T : Okay, clap your hands to your friends. Like this, like this, **everyone pay attention, when someone speaking right here no one can make noise ya, no one speak, Reza Arif, come on hey girls over there (pointing) pay attention. Reza and Arif come on stop..stop.** So, when your friends are talking in here you must respect them ya, you know respect? Yaa yo must respect your friend, so learning is not just about knowledge and also your attitude. So, we take a deal ya, we will not continue the study if you don't pay attention to your friend. **Nabila don't speak,** Farid, what is that? Is that handphone?
>
> S : Yes

Analysis Extract 2

By looking at the extract 2, the teacher 1 disapproved the students many times in the class. The teacher said that statement and tried to manage the class well. However, the students were very noise so the teacher not only disapproved students by verbal but also by non-verbal through pointing some students while said *"pay attention"* to make those students be calm. Besides, the teacher asserted again to the students about the rule that they had made before but still some students kept talking so the teacher disapproved again and mentioned the student's name by saying *"Nabila don't speak"*. Thus, the teacher utters the disapproval statement along with the student's name who are disruptive is straight to the point to student who are noisy at that time in order to make the student realize the mistake.

Therefore, the statement that uttered by teacher can be interpreted as the reprimand as well as criticizing students' behavior. The criticizing is sign as the teacher reject the students' behavior in the class. In this case, the teacher had good action in applying disapproval, the teacher have to be discipline to students who are disruptive in the classroom. In relation to this result, the teacher knew well how to apply the disapproval statement in the class.

Teacher 2

Extract 1

> T : This one, please. Who still needs?
> Ss : Done, Mam.
> T : Do you know the lyrics, guys? **Hello, could you listen to me? Don't be noise, please**. *Kalau kalian tidak tenang, saya tidak akan putar lagunya.*

Analysis Extract 1

Based on the extract 1, the teacher began the lesson with playing a song and the students have to fill the blank lyrics. The teacher used 2 disapproval statements which were *"hello, could you listen to me?"* and *"don't be noise, please"*. The teacher said those statements because the students were very noisy and the teacher wanted to get the attention of the students. Therefore, the teacher said that utterance with high pitch to make students pay attention to her. From the result, it can be interpreted that the teacher used disapproval statement to make students be quite and follow the teacher's command.

However, the result of interview session, the teacher said that she tends to use flat voice when she disapprove students but in fact the teacher used high pitch at that time. In this case, what the teacher expect doesn't suit with the result in the observation. It might be that the teacher couldn't control the voice then she used high intonation to the students at that time.

Extract 2

> T : Look at the lyric. It is written "I used to", *itu artinya saya pernah jadi sekarang tidak.* Ok, write the total false your friends have made. Write down your name as the answer. Listen to my insruction. Don't give the score. I said *tulis namanya di kertas, tulis berapa salahnya*. Finish? Now, I call 1, 2, 3, you have to move the paper again. One, yes we go. Two, move the paper. Three, last move it. Hello, ssshh.. Take your time now to fill the second page. *Jadi, tulis nilainya teman ta sekarang. Sekarang kerja task 2.* Complete the second task, guys!
>
> T : **Guys, be quite please**. **Finish your task. Sit down, guys! Ssshh..hello.. Yusuf, sit down**! Wahyu, you didn't come last week?
>
> Wahyu : Yes, I was sick, Mam.

Analysis Extract 2

Based on the extract 2, the teacher 2 used disapproval statement for many times at the same time. The teacher uttered the statement; "*Guys, be quite please. Finish your task. Sit down, guys! Ssshh..hello.. Yusuf, sit down!*". It can be seen that there are some statements of disapproval which teacher said, they are; *"be quite please", "sit down"* and also non-verbal disapproval action *"ssttt"*. Besides, the researcher also had questioned the teacher about how often she uses disapproval statement in classroom interaction in interview session. As the teacher said she used disapproval behavior when the students make noise or do not listen to what teacher's said.

It can be concluded that the teacher always uses disapproval statement to the students during teaching and learning process in the class. She uses every time the students make noise or don't pay attention to her in order to make the students stay behave in the class or do appropriate things.

The Most Frequently Used of Approval and Disapproval Behavior by EFL Teachers

The first teacher used more approval than disapproval to students in teaching in the classroom. He tended to use verbal behavior *"okay"* (34.17%) and non-verbal behavior *"gives applause"* that was signed as *"clap your hands"* (8.22%) for giving the approval to the students. While for the disapproval, during the classroom interaction, he used a lot of disapproval statements in the last meeting of the observation. Moreover, he was more likely to use the statement of *"pay attention"* (24.13%) to disapprove students.

Second teacher was more discipline than first teacher. The second teacher used more disapproval than approval to their students. The most use of approval behavior that the teacher 2 uttered was also the verbal behavior *"okay"* (44.73%). The teacher just said that statement to approve the student's answer or student's behavior in the class repeatedly with no various statements like the first teacher did. Moreover, for the disapproval statement, the second teacher also tended to use the statement of *"pay attention"* (19.04%) with the

high voice in order to make their students focused on her.

Examined the finding on discussion, it found that the most frequently used by EFL teachers in approve and disapprove students in the class were said *"okay"* for approval in verbal behavior, while in non-verbal behavior the teachers tend to used *"giving applause (clap hands)"* to students to appreciate the student's behavior in the class. Then, the teachers said *"pay attention"* for disapproval in verbal behavior. Those statements were frequently used by both of teachers. In accordance with the result above, the study by Pinar and Yidiz (2013) found the statement approval *"thank you"* used by teacher in the classroom was intended to approve academic and social behaviors of students. While, this study also revealed that teachers used this statement to approve the student's answer or student's behavior.

CONCLUSION

Based on the discussion above, the researcher concluded that (1) there were some approval and disapproval behavior done by EFL teachers in classroom interaction. Those behaviors were categorized as strong, moderate and weak approval and disapproval. For approval in verbal behavior, teachers used several approval statements; they were *"okay"*, *"thank you"*, *"that's good"*, *"I like that"*, *"exactly"*, *"excellent", etc*. While, for approval in non-verbal gestures, teachers used *"clapping hands"* to approve the students' behavior in the

class. The disapproval behavior that were used by EFL teachers were delivered through verbal and non-verbal behavior; the teacher's verbal behavior said *"pay attention", "no voice", "no gossip", "silent please","don't be noise", "don't speak", etc,* to make students kept silent and teacher's non-verbal behavior by putting their finger into their mouth and said *"sstt"* to students and also *"pointing students"*. (2) the most frequently of approval behavior used by EFL teachers were utterance of *"okay"*. While, the most frequently of disapproval behavior used by EFL teachers were utterance of *"pay attention"*.

SUGGESTION

Considering the conclusion above, the suggestions are (1) the results of this research could be used by teachers to know the kinds of approval and disapproval that should be used in the classroom, how to approve and disapprove students in appropriate way and the students' response on teachers' approval and disapproval behavior. Therefore, the use of approval and disapproval could become one of essential things that should be considered in teaching and learning process in the classroom. (2) to the next researcher, the study of use approval and disapproval behavior could be extended by conducting the research in different content. The next researcher may analyze how to use approval and disapproval behavior by different level or gender. Then, the next researcher may investigate the use of approval and disapproval

behavior between teachers and students with special need.

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