

THE IMPORTANCE OF LECTURER VOICE ELEMENTS IN CLASSROOM LEARNING PROCESS

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Abstract

Effective communication in classroom learning is important and it presumed to be beneficial for the learning process. The learning process through classroom learning depends on the lecturer's voice elements. With right practice and delivery of the voice elements, it will increase understanding, creating meaningful and successful learning experience. There are three factors in voice elements: tone, pace and volume. The credibility of the lecturer in varying the voice elements will gauge the students' response during classroom learning session. According to Professor Albert Mehrabian's Communication Model, verbal communication only represents 7% compare to vocal that contributes 38% of communication credibility. The energy and intensity of the voice of lecturer will help students to attain the learning objectives. This study use a method of observation for a small homogeneous group of 10 lecturer teaching Office Administration I & II, Diploma in Office Management and Technology. Result shows that 90% of the lecturer use variety of tone, 50 % use appropriate pace and 80% use proper volume during classromm learning session.

Keywords: (voice elements, classroom learning, students)

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Introduction

Classroom learning is more than just receiving information. A good lecturer will do more other than deliver the information as they need students to engage in the learning process activity. A lecturer with a strong and dynamic voice in classroom will create the classroom environment alive and it excites students to engaging in learning activity. Besides, the excitement in the classroom presence will keep the students focused, attentive and energized throughout the class sessions.

Students come with aimed to success in study and they are prepared for future development. Lecturers should cater to these necessities so that students able to maximize the benefit of classroom learning. This includes the ability of lecturer to use proper voice elements in classroom learning. This may result to success in classroom learning for both, lecturer and students.

In establishing effective communication relationship between lecturers and students, a lecturer must be effective communicators who understand the communication and learning process in a classroom. Students will take the knowledge and attitude they gain in classroom learning process which are selectively drawn from assortment of the verbal messages communicate by the lecturers during class activity

Statement of Problem

The primary purpose when communicating in classroom learning is to achieve the student's goal, (Mottet et al., 2006). By developing proper communication process within the classroom learning, lecturers are able to achieve the goal towards giving understanding and delivering the information to the students. However, to enable proper communications and delivering of information to take place, it requires an essential voice element from the lecturers.

There are situations in which lecturers fail to deliver their classroom learning objective effectively due to their inability to use efficient voice elements. There is no assurance that lecturers who are well-versed in their respective fields of study can conduct their classroom learning process effectively to their students. They might find the delivery process rather difficult if they not use the proper voice element technique in the classroom learning activity.

In such circumstances, thoughts and ideas to be delivered to students fail to reach the students responsiveness as lecturers unable to use proper voice elements in attracting student attention during classroom learning. That leads to possibility that such thoughts and ideas fail to be converted into meaningful information to the students.

Research Objective

This study aims to look for the importance of voice elements of lecturers in classroom learning process. The purpose of this study is to observe the voice elements that being use in classroom learning. Specifically, this study addresses at three area of voice elements; tone, pace and volume.

Research Question

The research question in this study is focusing on the proper use of speaking skill in classroom learning by lecturers. The research question was:

1. What are the appropriate speaking skills used by lecturer in classroom learning?

Literature Review

Academic Institution have no worth without students. Students are consider the most essential asset for any academic institution. The social and economic development of a country is directly linked with student performance. The student achievement plays an important role in producing the best quality of graduates who will become a great leader and manpower to the country, thus responsible for the country's economic and social development in future (Ali et. al, 2009).

In achieving the goals, an educator or a lecturer is required to communicate effectively as to possess the needed knowledge and skills to the students as well as to take charge of the class. Lecturers rely on verbal communication as a central tool as to provide students with knowledge and valuable information for academic development (Okon, 2011). According to Professor Albert Mehrabian's Communication Model, verbal communication only represents 7% compare to vocal that contributes 38% of communication credibility.

The teaching and learning process in a classroom require effective communication. Lecturers must use voice elements technique in communication to build effective learning environment and thus able to meet the students goals. It is supported by Ornstein (1990) that indicates the most classroom activities involve communication process. An effective classroom communication will ensures that appropriate learning takes place and students are supposed to be the beneficiaries of the communication.

The element of verbal communication within classroom setting should be observed. It is important for a lecturer to understand the voice element that will generate different volumes, tones and pace while delivering the lectures. Most lecturers believe that it is important to set the tone of the class early on (Janet, 2015). According to Lang, McBeath & Hebert (1995), a lecturer should not slip into a monotone during classroom learning lessons. Different tone and inflections are useful in attracting students to focus on the lectures conducted. Highly immediate lecturers are characterized by tone variety that they use during classroom learning (Okon, 2011).

Pace is one of the voice elements. Lecturer should put attention in managing pace if they want the student to engage in the learning session effectively and maintain the energy and

focus (Joann, 2013). When lecturers vary the pace when delivering the information and giving instruction, they are providing instructional and behavioral support that is responsive to wide range of students' needs and abilities. According to Braithwaite (2007), pace is the speed at which you speak, so that the speaker able to speed up or slow down for emphasis. It is suggested that lecturer slow down the pace used when having something particularly important to highlight to make better understanding to the students.

According to Micklo (2012), the volume of voice is how loudly or quietly someone is speaking. During classroom learning, lecturers must know how to modulate their voice volume to make it appropriate and suitable in every different situation. When lecturers use the full potential of their voices, it allows the classroom learning to be alive and connected in the moment.

The three elements of voice are needed to complete one another. According to Sloane (2012), in adding meaningful information and speech to listener, the changes in tone, pace and volume is required. The statement by Sloane is reflect back to the need of voice elements by lecturer in the classroom learning activity to ensure students able to receive the meaningful information and achieve their goal in the learning process.

Methodology

A method of observation is employed throughout the study. A single-case study was adopted due to the fact that it was done with a small homogeneous group of 10 lecturer teaching Office Administration I & II, Diploma in Office Management and Technology. A case study based on a created group and maintained by a small group of lecturer was conducted. This help to explain both the process and outcome of real-life phenomenon through a complete observation. According to Aliaga & Gunderson (2000), quantitative research is explaining phenomena by collecting numerical data that are analyze using mathematical based method.

The subject use for this study is from homogeneous group of lecturer. They are all Malays and they have a similar area of expertise. This group of lecturer are lecturer of Diploma in Office Management and Technology, Universiti Teknologi MARA, Melaka Campus. This group comprises of 10 lecturer teaching subject of Office Administration I and Office Administration II. This both subject are pre-requisite of one another. The purpose of selecting lecturer teaching selected subject as to minimize the falsified in the virtual environment. According to Yin (1994), evidence in the quantitative study can be collected in six sources, one of it were direct observation. This study applied direct observation where the researcher observe the speaking skill of lecturer during classroom learning. Data and information collected was analyzed based on the result over two weeks.

Result and Discussion

Data Analysis

Aim of this study is to observe the appropriate voice elemets used by lecturer in classroom learning. Voice elements is divided into three 3 elements: tone pace and volume.

Table 1.1: Observation of Voice elements of lecturer in classroom learning.

Lecturer	Voice Elements		
	Tone	Pace	Volume
Lecturer 1	Use animated tone in attracting class attention. Emphasize tone when highlighting important points.	Use fast pace when teaching.	Loud and clear volume during teaching.
Lecturer 2	Use proper tone in teaching. Change tone each time moving to new points.	Use appropriate pace when teaching.	Loud and clear volume during teaching.
Lecturer 3	Use proper tone in teaching Change tone each time moving to new points Emphasize tone when highlighting important points.	Use appropriate pace when teaching.	Loud and clear volume during teaching.
Lecturer 4	Use monotone in teaching. Emphasize tone when highlighting important points.	Use slow pace when teaching.	Moderate volume during teaching.
Lecturer 5	Change tone each time moving to new points. Emphasize tone when highlighting important points.	Use fast pace when teaching.	Loud and clear volume during teaching.
Lecturer 6	Use animated tone in teaching. Emphasize tone when highlighting important points.	Use appropriate pace when teaching.	Loud and clear volume during teaching.
Lecturer 7	Use proper tone in teaching. Change tone each time moving to new points.	Use slow pace in teaching.	Use slow volume but still can be hear in classroom.
Lecturer 8	Use animated tone in teaching.	Use appropriate pace in teaching.	Loud and clear volume during

	Change tone each time moving to new points. Emphasize tone when highlighting important points.		teaching.
Lecturer 9	Use proper tone in teaching. Emphasize tone when highlighting important points.	Use appropriate pace in teaching.	Loud and clear volume during teaching.
Lecturer 10	Use proper tone in teaching. Change tone each time moving to new points. Emphasize tone when highlighting important points.	Use fast pace in teaching.	Loud and clear volume during teaching.

The use of Tone.

The observation of tone in voice elements of lecturer lead to these details. Table 1.2 listed the details of the tone use during classroom learning. From the observation, researcher has found out that 80% of the lecturer emphasizes their tone when they are highlighting important points. 60% of the lecturer will change their tone each time they are moving to new points and 50% of the lecturer using proper tone in their teaching. 30% of the lecturer use animated tone while only 10% use monotone in their teaching.

Table 1.2: The use of tone in classroom learning.

	Animated tone	Proper tone	Emphasize tone	Change tone	Monotone
Percentage	30%	50%	80%	60%	10%

The use of Pace.

The observation of pace in voice elements of lecturer lead to these details. Table 1.3 listed the details of the pace use during classroom learning. From the observation, researcher has found out that 50% of the lecturer able to use appropriate pace during their teaching. 30% of them use fast pace while the remaining 20% use slow pace in their classroom teaching.

Table 1.3: The use of Pace in classroom learning.

	Fast Pace	Appropriate Pace	Slow Pace
Percentage	30%	50%	20%

The use of Volume.

The observation of volume in voice elements of lecturer lead to these details. Table 1.4 listed the details of the volume use during classroom learning. From the observation, researcher has found out that 80% of the lecturer use loud and clear volume during their classroom learning. 10% of the lecturer use slow volume and use moderate volume as well.

Table 1.4: The use of volume in classroom learning.

	Loud and Clear volume	Slow volume	Moderate volume
Percentage	80%	10%	10%

Conclusion

Based on the data analyze, it can be summarized that the use of voice elements in classroom learning is identified. Each voice element is considered to look for the appropriate use of it during the classroom learning process. Majority of the lecturer use appropriate tone that is suited with classroom environment. According to Sherlock (2008), the appropriate tone will determined by the needs and expectation of an academic audience. From the observation, the researcher has found out that student put more attention and eager to learn when the lecturer use proper tone while conducting teaching sessions. Besides, the students will put more attention especially when lecturer change the tone in emphasize important points or moving to new points. However, when lecturer use monotone in teaching, the student attention is distracted since no climate was included in learning lesson.

The findings also revealed that the pace used by majority of the lecturer is appropriate and suitable to the students need when learning. Appropriate pace has always been an important component of a successful lesson (Dixie, 2012). According to ASOL Teaching Skill Task Book, when the pace use is bit slow, student might get bored during classroom learning. Lecturer need to adjust the pace accordingly suitable with the level of students understanding.

Lastly, the finding of the volume element reaches that the effective lecturer able to use loud and clear volume in their tone. When lecturer use softly or whisper voice, students will mirror to this behavior by becoming quiet and passive in the classroom activity (Benchmark Education, 2001).

Various studies have been conducted in relation to classroom communication. This study shows the importance of integrating the need of voice elements in classroom learning

process. Even though the voice elements that being use by the lecturer in classroom learning is effective, the two-way communication in the classroom is still essential in assuring that effective teaching and learning process can take place. According to Nurzali and Khairu'l (2009), it is very important for local higher institutions of learning to improve communication practice among lecturers and students. Among the communication practice include the speaking skills that we emphasize in this study that will improve the teaching and learning process.

However, the use of voice elements might be different at certain level of education. It is a lecturers responsibility to suited their voice elements toward their participants. Different voice elements require at different stage of students. Thus, as a lecturer, they need to observe the audience before conducting the class to ensure it will benefit the students. Besides the voice elements, lecturers should vary their ability in other area such as eye contact attention, energy movement and put excitement to capture the students attention

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