STUDENTS' PERCEPTION OF LECTURERS' TONE OF VOICE AS A STYLE OF COMMUNICATION IN TEACHING ENGLISH DURING VIRTUAL MEETING SESSIONS

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Abstract

This study aimed to find out the students' perception of the lecturer's tone of voice as a style of communication in teaching English during virtual meeting sessions for English education students, at Universitas Negeri Makassar. This study used a descriptive qualitative method. The participants in this study were third-year students. The data was collected through interviews. Based on the general results of the interviews, the participants gave positive perceptions. The results of the data showed that students have a positive perception of lecturers' tone of voice as a style of communication in teaching English during virtual meeting sessions.

Keywords — *Tone of voice, Virtual, Perception, Learning English, Style of Communication.*

INTRODUCTION

Recently, education is no longer a new thing for people. The role of education in every life is the main role because education guarantees the survival of everyone. For example, affecting one's work depending on the education taken. According to Jarvis (2018), much education is about bringing up and teaching young people and even the word 'education' may be derived from the Latin 'educare' which means 'to train or bring up a child' hence, the term may be being employed correctly according to its derivation (Jarvis, 2018). Researchers have recently been interested in researching educational matters for the sake of the smooth process of education in Indonesia. There are many benefits of education, one of which is developing human skills and abilities. Everyone needs to have an education for good skills for smooth survival. Because based on Harismi (2020) Through education, a person will have the

opportunity in the future to get a better life than today. The importance of higher education may not be seen shortly, but the benefits can be reaped when someone enters the world of work and manages to earn an income that can improve their standard of living (Harismi, 2020).

According to Sunhaji (2014: 32-33), learning is an attempt to make students learn so that there is a behavior change. In the learning process, there are teachers and students, the teacher is a giver and giver of material or often referred to as a facilitator, and students as absorbers of material or information (Sunhaji, 2014). Based on this, the level of urgency of each learning process becomes very important. In this case, the importance of tone of voice for every educator is also very important. Lecturers as educators at the university level must pay attention to this. The tone of the lecturer's voice needs to be studied more deeply, and to whether the tone of voice used by the teacher when teaching can maximize the learning process that has been carried out so far. So here it can be seen how the urgency, the importance of education for the success of students at every level of education. If a lecturer does not know the science of education, it will have an impact on the process and student learning outcomes.

Woolway, H (2021) explains the results of her research on the important role of the teacher's tone of voice in online learning. The tone of voice can also help students stay engaged in the lesson when they are less focused for unknown reasons. A change in the pitch of the tone of voice can also let students know how serious the teacher is and how important the topic that teacher is talking about is. Different tones can define students in terms of that something important being said or providing important direction to them that they need to be successful. Getting students to recognize voice changes can also help them in critical situations such as lockouts or fire drills. In the end, students know that when I use a certain tone of voice, they need to listen because I won't be using that tone of voice every day. This refers to how the style of communication used by each teacher (Woollway, 2021). Based on what Woolway said, this means that an educator's tone of voice is important to his students. Because it can affect the learning process of each student.

And to this day, although English has been taught for a long time, there are still obstacles to teaching it. One of them is the tone of the teacher's voice when teaching. And in my environment as a researcher lately, researchers interested in lecturers at Universitas Negeri Makassar while teaching the English language. Especially lately covid 19 has attacked the world which causes all learning processes to be carried out online. So that the English learning process

at Universitas Negeri Makassar is influenced by the online learning process and requires to take virtual meeting sessions.

There are several related studies on the tone of voice in teaching English, Woolway (2021); Gumelar & Gilipanda (2019; Kantamas et. al (2021); and Cocks & Schembri (2013). Their research discusses how the teacher's tone of voice affects the learning process up to the first learning process. There is also discussion about how students can receive the right tone of voice during online learning, but in this case, the learning is done via email. As for the findings as a result of the research, it is true that the tone of the teacher's voice greatly influences the student's learning process. They have discussed verbal communication, but there has been no research or research specifically about the tone of voice. Especially in virtual meeting sessions, virtual meetings make students learn, many aspects affect what lecturers convey to students. This includes the tone of voice of a lecturer, both from network disturbances and noise problems from various directions so many things hinder a lecturer's explanation. The difference is, if the meeting is held face to face, there will be minimal problems as before. Therefore, the tone of voice for lecturers who teach through virtual meetings must pay attention to these things.

From some of the opinions above, they found several types of educators' tone of voice. However, this research focused on students' perception of lecturers' tone of voice as a style of communication in teaching English during virtual meeting sessions at the higher student level. And this is very worthy of research considering that one of the Universitas Negeri Makassar is an English Department student. And the tone of voice is one branch of linguistics that is very important to be considered by all linguistic educators and students. There are several previous researchers have examined how important the tone of voice of every educator who teaches in the classroom is. However, what researchers found new is that it is important for a linguist to also pay attention to the tone of voice in the teaching and learning process.

LITERATURE REVIEW

1. Definition of Perception

Saleh (2004) states that the term perception is usually used to express the experience of an object or event experienced. This perception is defined as a process that combines and organizes our sensory data (sensing) to be developed in such a way that we can be aware of our environment, including being aware of ourselves (Saleh, 2004). From some of the opinions

of the experts above about perception, we can conclude that perception is an opinion issued by a person about an event that occurs in the surrounding environment which had an evaluation material for himself or many people.

2. Types of Perception

    Based on Kusumoputro et al. (2022) perception is divided into two, namely positive perception and negative perception.

a. Positive Perception

    It is said to be a positive perception if all the knowledge and responses described are followed by acceptance and support for the object to be perceived.

b. Negative Perception

    It is said to be a negative perception if all the knowledge and responses described are passed on with a passive attitude and rejection of the object to be perceived.

3. Style of Communication

    Style of communication is the style or the types of communication that we used every day in some situations. There are many ways to facilitate effective communication. How you use words, body language, tone of voice, and visual cues determine how you are understood. Verbal and nonverbal communication skills work together to convey an understandable message.

    Based on the statement above, we can say that there are 2 types of styles of communication, namely verbal and non-verbal communication.

4. Tone of Voice

    According to Merriam-Webster, tone of voice is the way a person speaks to another person. When a person speaks, the tone of his voice would be different depending on his mood. People who are happy with disappointed people would be different when they talk (Muttaqien, 2022). Based on this opinion, we can conclude that the tone of voice is the tone that is issued when we speak. and this affects the size of the sound that would come out when we speak and also affects the listener when we speak.

5. Types of Tone of Voice

According to Woolway (2021), tone of voice is conducted in 2 types of them which are higher pitch and lower pitch.

a. A higher pitch is a tone of voice that makes a higher sound. A high-pitched type of voice is usually produced from a female voice.

b. A lower pitch is a type of tone of voice that is quite low or often spoken in a deep voice. This type of low tone is generally used and produced by male voices who have begun to enter adolescence to adulthood.

6. Virtual Meeting

A Virtual Meeting is a 3D virtual replica of a meeting room, where various modalities such as speech, gaze, distance, gestures, and facial expressions can be controlled. This allows virtual meetings to be used to increase remote meeting participation, to visualize multimedia data, and as an instrument to research social interactions in meetings. This paper describes how these three uses can be realized in a virtual meeting (Reidsma, et al., 2007).

METHODS

1. Research Design

In this study, the researcher used qualitative descriptive because the researcher wanted to know the students' perception of lecturers' tone of voice as a style of communication in teaching English during virtual meeting sessions. Bogdan and Biklen (1982) state that qualitative research is descriptive in that the data is collected in the form of words or pictures rather than numbers (Bogdan & Biklen, 1997). In this research, the researcher used the qualitative method which is a method of research that attempts to describe and interpret the object following reality.

2. Research Time and Place

The research was conducted at the Faculty of Languages and Literature, Universitas Negeri Makassar. The place of research was in the English Department, Faculty of Language and Literature, Universitas Negeri Makassar from November to December 2022.

3. Data Source

The participants in this study were 5th-semester students or 2020 students majoring in English at the Universitas Negeri Makassar. The researcher has taken 3 students randomly from each class in the 2020 academic year. So, the total number of participants was 15 students.

4. Research Variable

This study used a single variable, which was students' perception. Students' perception contained how Universitas Negeri Makassar students perceived the lecturer's tone of voice in teaching English during a virtual meeting session.

5. Research Instrument

The research instrument and the type of data collection in this study was an interview. Interviews had been conducted to seek information and opinions from the participants regarding the use of the lecturers' tone of voice as a style of communication in teaching English during virtual meeting sessions. The interview consists of 8 questions or more

6. Technique of Data Collection

This research had been conducted through interview techniques. An interview was the process of obtaining data for the researcher by asking and answering face-to-face between the interviewer and the interviewee (participant) with an interview guideline or interview sheet.

7. Technique of Data Analysis

According to Miles and Huberman (1994:10), analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification.

RESULTS

Based on the results of the research in the form of interviews conducted by the researcher, from the 8 questions given to 15 participants.

1. The students understanding

From the first question, it can be concluded that all participants had heard of what a tone of voice is and understood a little about how to explain what a tone of voice is.

"Iya kak tau, nada suara itu ada beberapa jenis. Ada nada suara tinggi, ada nada suara rendah, ada juga nada suara sedang."

2. The lecturer's tone of voice used during a virtual meeting

The interviewer asks the interview participants again about the tone of voice that is often used by lecturers when explaining during virtual meetings. And in the majority, of interview participants answered that lecturers often use low pitch.

"Kalau biasanya lebih low ki. Kurang efektif pembelajaran karena nda ada semangat dalam diri begitu untuk belajar."

3. The use of high pitch in virtual meetings

The researcher also asked the participants about their opinions and feelings when the lecturer used high pitch during the virtual meeting. Most of them stated that higher pitches can be very effective during virtual meetings because they can boost student enthusiasm while learning even though it is virtual.

"Kalau selama online, saya sebenarnya kak lebih prefer ke yang pake higher pitch begitu karena akan memberikan saya sedikit pressure untuk memperhatikan matakuliahnya."

4. The use of low pitch in a virtual meeting

The researcher also asked the same thing, namely how students felt when the lecturer explained using a lower pitch when teaching in virtual meetings. 10 out of 15 participants said that low tones if used continuously during virtual meetings would cause students to feel bored so that it would be easier for them to fall asleep.

"kurang srek sih kak, kalau pake suara nada rendah. Apalagi virtual meeting …. Jadi kalau misal dosen pake nada suara rendah itu, otomatis tidak kedengaran. Yah kurang didapat sama muridnya."

5. Effective tone of voice during virtual meeting

The researcher also did not forget to ask about the tone of voice which according to the students was used effectively during virtual meetings. Based on the interview results, most participants said that lecturers should use a high pitch when explaining in virtual times.

"kalau saya sih kak untuk virtual meeting, mending higher."

6. Adversity during virtual meeting

The interview participants agreed that there were difficulties experienced when the lecturer did not fit or use the tone of voice incorrectly during virtual learning.

"… sulit memahami kosakata yang kurang jelas."

7. Tone of voice affects learning English

The participants stated that there was a big influence between the tone of voice and the learning process. All participants agreed that the tone of voice is affect their learning English.

"Sangat berpengaruh kak. Karena kalau dari segi speaking itu orang lebih paham apa yang kita ucapkan itu pada saat tone of voice nya jelas, bukan Cuma tinggi yang penting jelas.."

8. Tone of voice affects the process of learning English during virtual meetings

It can be concluded that all elements related to the tone of voice greatly influence the process of learning English, especially during virtual meetings.

"kalau menurut saya, tentu ada pengaruhnya. Terlebih lagi kalau virtual meeting kan tidak bertemu secara langsung jadi banyak sekali gap yang bisa dilakukan mahasiswa supaya tidak memperhatikan dosen…"

DISCUSSIONS

The discussion section contains further explanation of the research findings, accompanied by an exchange of relevant previous studies. As stated in the research question that this research intends to find students' perception of lecturers' tone of voice in teaching English during virtual meeting sessions, and how students think about the tone of voice that is effectively used by lecturers in teaching both online and offline

The research was conducted to answer the researcher's research question namely 'how do students perceive the lecturer's tone of voice in teaching English during virtual meeting sessions?'. There were 8 main questions asked in the in-depth interviews conducted. The following is a transcript of the results of the interviews conducted. These data from the interview section are shown to support the result of the variable. It also answers the research question about how students perceive the lecturer's tone of voice in teaching English during virtual meeting sessions.

Based on the results of research on 15 students, the researcher found positive and negative responses about the experiences that were passed during virtual meetings, especially in the tone of voice of the lecturer. 10 of 15 students give a positive response to the extent to

which the lecturer's tone of voice influences the English learning process where all participants say it is very influential which means this is a positive response.

1. Knowledge of tone of voice

Based on the first question in the interview, students generally already know or have heard what tone of voice means. So, tone of voice is not something new for students as participants in this study. Most of them are already known for their broad meaning. Most of them are already known for their broad meaning. However, the researcher still explained what tone of voice is and its types according to the needs of this interview.

a. Already understand

About 9 of 15 participants had heard and understood what tone of voice was.

"Iya. Tinggi rendahnya suara."

b. A little bit understands

3 out of 15 felt they had some understanding of what a tone of voice was but it wasn't very clear.

"pernah, but not clear. Just oh tone of voice. Hanya tau namanya tone of voice."

An understanding of the tone of voice is very important for this interview because students will be asked for their perceptions of the tone of voice itself. However, if students still do not understand what tone of voice is, it is the researcher's task to explain the meaning of tone of voice.

c. Just guessing

3 out of 15 participants only guessed what the tone of voice was.

"Sepemahamanku kak, tone of voice itu cara yang digunakan speaker atau dalam hal ini teacher untuk menyampaikan pesan atau informasi kepada pendengar."

Amberg and Vause (2010) stated that vocal communication is the tone of voice that adds or subtracts from what you say. The author maintains that language is the main means of communication, and communication almost always takes place in some kind of social context (Amberg and Vause, 2010). This relates to the importance of every student as a person who is vocal and struggling in the world of linguistics to recognize what a tone of voice is. When we use language, we communicate our thoughts, as well as the beliefs and cultural practices of the communities of which we are a part.

2.   The lecturer's tone of voice used during the virtual meeting

Based on the participant's answers to the second question about the type of tone of voice that the lecturer often used in virtual teaching yesterday, the participants had doubts. So, there was no type of tone of voice that was used by the majority of lecturers during yesterday's virtual teaching. However, the researcher continues to collect as much data as possible on this matter and found a 6:4 comparison between the use of low tones which are more often used by lecturers than high tones.

"seimbangji sih kak, karena adaji dosen yang tinggi memang nada suaranya, ada nada juga yang rendah."

This is reinforced by the participant's expressions as the majority, of interview participants, answered that lecturers tended to use low pitch, namely as many as 9 participants answered the same thing. 3 of them answered that sometimes the lecturer also uses high notes to clarify the material and draw attention. And 3 of them answered that lecturers often use mixed tones during virtual meetings to make meetings more effective.

"Tergantung dosennya sih kak, cuma rata-rata lower sih kak."

3.   The use of high pitch in virtual meetings

The participants, as many as 12 people, stated that higher pitches can be very effective during virtual meetings because they can boost student enthusiasm while learning even though it is virtual. And 2 participants answered that if the lecturer used a higher pitch it would sound very clear but the pressure was given indirectly. And one more person stated that he felt scared when the lecturer used a higher pitch.

"kalau saya suka sih yang nada tinggi. Soalnya kayak ada rasa aware sama dosennya terus kayak terstimulasi oh sepertinya memang harus ini diperhatikan, kayak penting, essensial mata kuliah nya."

Based on the third question in the interview regarding student perceptions, if the lecturer uses a high tone in a virtual meeting, the majority of participants answered positively and looked happy when the lecturer explained using a high tone. This type of tone of voice is said to be able to provide pressure and a sense of awareness to students while studying. This causes students to be more focused when studying online.

4. The use of low pitch in virtual meeting

10 out of 15 participants said that low tones if used continuously during virtual meetings would cause students to feel bored so that it would be easier for them to fall asleep. And 2 more say that the low tone used by the lecturer will be difficult for students to understand. And 3 more to say that the low tone will be very problematic and ineffective. Based on this, all students gave unfavorable responses about their feelings towards the low tone of voice that is often used by lecturers during virtual meetings.

"Kalau saya pribadi kalau dengar dosen menjelaskan pake nada yang rendah, ngantuk bawaannya kak. Ngantuk, bosan, tidak ada motivasi, malas ikut online."

Based on the fourth question in the interview conducted by the researcher, the participants agreed with one opinion, namely if the lecturer used a low voice in yesterday's virtual meeting it would make students in class less enthusiastic and ineffective in attending lectures. The low tone or low pitch produced by the lecturer during the virtual meeting causes a lot of boredom and drowsiness for students. And finally, students do not understand what the lecturer conveys during class. As mentioned again, if the lecturer uses a low tone of voice during a virtual meeting, this may not be heard at all because it will be influenced by the environment around the speaker and listeners which may cause a louder sound so that the speaker's voice will be drowned out.

5. Effective tone of voice during virtual meeting

The participants said the lecturer would be very helpful when using a mixed tone which, when viewed further, the mix tone would maintain the situation and condition of the students. 9 participants said that lecturers should use a high pitch when explaining in virtual times. And 6 others say a mixed tone is better during virtual meetings.

"yang tinggi lebih bagus kak. Saya prefer ke nada yang tinggi."

The fifth question in the interview leads to a more effective tone of voice that the lecturer uses when teaching virtually according to student perceptions. Most of the participants answered high pitch is the best choice when teaching virtually. A viewing will be affected by the surrounding environment; a high-pitched tone is the best solution when explaining in virtual times. This high tone can also help students be more enthusiastic about learning and prevent boredom and sleepiness when facing the screen for hours on end. However, not a few also say

that the lecturer will also understand the situation better when using a mixed tone. That is when they know when to use a high tone, and also know when to use a low tone.

6. Adversity during virtual meeting

The sixth question in the interview conducted by the researcher this time was regarding whether there were any difficulties experienced by the participants as students who had undergone virtual meetings. The majority of the answers given said it was difficult to understand the material. Moreover, it was caused by several problems and disturbances such as the network, the situation around each student and lecturer, and not least also caused by the inappropriate tone of voice used by the lecturers. As many as 10 participants stated that the material presented would be difficult to understand and boredom often arises when there is a mismatch in the tone used. And the other 5 said it would be very difficult to deal with the wrong tone of voice.

"Banyak sekali, salah satunya bosan karena terlalu monoton, menghabiskan banyak biaya, … Sebenarnya saya juga kurang bisa kalau virtual. Kurang efektif sih menurut saya dalam penangkapan materi pembelajaran."

7. Tone of voice affects learning English

The seventh question leads to how far the tone of voice affects the participants' English learning. And all participants answered that the tone of voice in learning English is very influential. Participants said that English is not our native language, and according to them, there is some correct vocabulary that must be delivered with the right tone. The participants stated that there was a big influence between the tone of voice and the learning process. All participants agreed that the tone of voice affects their learning of English.

"Iye kak, menurutku sih iya. Karena apalagi tone of voicenya dosen, karena kan dosen itu salah satu komponen utama dalam proses pembelajaran…."

8. Tone of voice affects the process of learning English during virtual meetings

Based on the last question in the interview conducted by the researcher with 15 participants, namely a specific question related to the title of the researcher's thesis, namely whether there is an effect caused by the tone of voice of the lecturer who teaches during virtual meetings based on student perceptions. The majority of the answers given by yesterday's interview participants were "very influential" because voice is one of the main factors in learning, especially in virtual meetings. According to the participants, if the sound is not clear

and not in the right tone how can learning take place normally and smoothly. Moreover, the context used this time is a virtual meeting, which as we all know that a virtual meeting is a class with lots of obstacles and distractions that will arise. As many as 14 people agreed with the researcher's question about the influence caused by the lecturer's tone of voice on student learning processes. And 1 other said it had an effect only during offline meetings.

"Kalau saya kak, sangat berpengaruh. Karena dari nada suaranya dosen itu bisa ditangkap berbagai macam reaksi salah satunya adalah minat mahasiswa dalam belajar…"

These results are following previous comparative studies. First Moridis & Anastasios (2012) found that the tone of voice in the learning process can affect the mood of students. So, a teacher needs to involve the right emotions when learning takes place so that it is more effective. And other findings by Nygaard & Lunders (2002), investigate the use of the right tone of voice according to the right meaning and emotion. And listeners can transcribe effectively when the speaker speaks with the emotional meaning of every word. Paulmann & Weinstein (2022) states that tone of voice plays an important role in shaping teachers' impact on their students.

However, the researcher found differences between the results of previous research and this study, namely differences in student levels can affect the learning acceptance process if educators use the right tone of voice. In addition, at the student level, you still need to pay attention to the tone of voice used by the lecturer. The use of tone of voice during offline meetings and virtual meetings must be considered. According to the opinions of students who were also participants in this study, it was revealed that educators must be smart and know how to make the learning process effective in both offline and online meetings, especially in the tone of voice part.

Based on the deliberation of the discussion section, the researcher concluded that a student's learning interest was influenced by the tone of voice used by the lecturer. The tone of voice used by lecturers in both online and offline meetings must still be considered because it affects the emotions of students and lecturers themselves. The tone of voice that the lecturer needs to use during offline meetings is a mixed tone. Educators must know when to use high tones to attract students' attention and also know when to use low tones to convince students as recipients of the material. However, unlike the case with online meetings, educators need to keep their tone of voice high so that the material presented is clear. Because on the other hand online meetings have several factors that affect the smooth running of the meeting, such

as network disturbances and environmental conditions in each meeting participant. Using a high pitch during online meetings will help students to be more interested in learning.

Theoretical Contribution

The research results in support the previous theory that the tone of voice used by educators when teaching has an impact on the process of accepting lessons for students. As stated by Moridis & Anastasios (2012) that the tone of voice used by an educator can affect the emotions and mood of students in class. And Paulmann & Weinstein (2022) defines the tone of voice which plays an important role during the learning process. However, considering that the subjects of this study are university-level students, lecturers must pay attention to the tone of voice used based on the conditions of the class (offline or online).

Practical Contribution

Referring to the theoretical contributions, it can be concluded that the more educators understand how to conduct their tone of voice when learning, the more effective the learning goes as it should be. On the other side, students are more enthusiastic and motivated to be interested in the material presented by educators. The more educators understand how to condition their tone of voice when learning, the interest of students to continue learning will increase and the more interested students will be in actively participating in ongoing learning.

CONCLUSIONS

Based on the results and discussion, it can be concluded that students' perceptions of the use of the lecturer's tone of voice in the English class in virtual meetings received a positive response. So, the answers to research questions about how students perceive the tone of voice of lecturers in teaching English in virtual meetings are mostly positive. There is an influence between the lecturers' tone of voice in teaching and the learning process experienced by students, making student perceptions very positive towards researchers' questions about the extent to which tone of voice affects their learning both online and offline.

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