



**THE UNDERLYING REASONS OF TEACHERS' MANIPULATION
IN TEACHING PROCESS**

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ABSTRACT

This research investigated the reason why the teachers did manipulation in teaching. The study applied qualitative descriptive method. The participants of the research were three teachers that have different background. The techniques for collecting data were through recording three teachers in teaching descriptive text elements and interviewing three teachers. There are some reasons found why teachers manipulate because of presage variable such as teaching experience, belief in their skill in knowledge, belief in their skill in teaching that can influence process variable. It also influenced by context variable such as the students are lack of interest, less motivation and have different background that can support them to learn English and both variables also influence process variable as teaching process does not run well because in process there were students' weakness, students' minimal response even they did not give response and feedback in teaching process.

Keywords: *Teachers' Manipulation, Teaching Descriptive Text, Element in Teaching*

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INTRODUCTION

Teaching is the way the teacher helps the students by delivering the knowledge or guiding the students as facilitator. It aims to make the students understand the lesson during teaching process (Brown, 2001). The process of teaching does not always run well as the teacher wants. On another side, there are so many problems that students have to

master English. There are problems that students face to master English, such as first, English is difficult subject to learn to those people who consider English as a foreign language, second, a lack of support to use English in the environment. More practice can make the students mastering English better when they have a partner or friends to talk, but because there is no people can talk English, it seems so hard for the students. Third, students have limitation of vocabulary proficiency. It also make the students are afraid to try speaking in English. Fourth, the students do not have motivation learning English, because students' thought that they do not have to learn English immediately and not the main language in this country. And fifth, learning English depends on teacher as authorities. Rules from the teacher can make the students cannot explore more what they want to study specific (Rany, 2013). For example, if the teacher teaches speaking and tell the students how to speak well, but the students do not just want learn the theory. It is better for them if they practice directly than just learn theory from the book, because the students want to know how their skill when they practice.

The problem always appears in the middle of teaching process. It can come from the teacher or the students. Even though the teacher already prepares well the material lesson, it cannot guarantee that teaching process runs well, and vice versa. In teaching, there are four variables that should be paid attention, they as follow as; presage variable, context variable, process variable, and students' achievement. The first, presage variable belongs to any attributes and any factors related to the teachers, such as teaching experience, education, motivation, belief in teaching, attitude, commitment, social status, pedagogical knowledge, and knowledge of the teaching methods. The second, the context variable belongs to the students like the students' motivation, students' interest, curiosity, prior knowledge, social status, family background, and etc. The third, process variable consist of the interaction results between the presage variable and context variable. The fourth, students' achievements are the results that can be seen from the students who can get good comprehension and value in teaching process (Gage, 2009). To prevent the bad situation and condition which there is no interaction between teacher and students in teaching process, so the teacher can do manipulation in the classroom.

Manipulation has meaning to manage or to utilize skillfully. It is the way to handle and control the situation and condition skillfully as we want to achieve the goal. So, it also can define as skillful management or skillful utilization of situations and conditions in order to achieve a certain goal. The management or the utilization can be realized in verbal behavior. Gage (2009) says that the teacher sometimes can manipulate the students when

the teacher cannot get a response or reaction for her or his students. This statement implicitly conveys that manipulation is something that the teacher utilizes in order to obtain his or her goal which is to get the students' response. This also consistent with some previous studies conducted during teaching process, namely: Haipeng and Xiangpeng (2021); Levina and Goncharova (2020); Alvaristo, Silva, Viginheski, and Pilatti (2020). Those relevant studies give more perspective about manipulation in the school.

Skillful ways of teachers' manipulation in teaching process can use verbal manipulation. Verbal manipulation is the way people use certain words or sentences voice inflection, and tone to control people as target of verbal manipulation. It aims to change people mindset and asks people to follow the speakers' wants. It can be applied in the teaching process, especially in teaching descriptive text. It also uses to manipulate situation and condition that does not have interaction in the classroom. Verbal manipulation can use in teaching descriptive text as skillful ways of teachers, such as observation, analysis, translation, and practice (Gardner, 2006).

Observation is an activity to observe the objects. From the object the observer can see the appearances, behavior, reaction, sound, and smell, and habitat and so on. So observation can be the way of the teacher asks the students to participate actively in the learning process. By making observation, the students have entered into the learning process actively (Emerson et al, 2001). In teaching descriptive text, the teachers always ask the students to observe the object by saying *'let us observe the cat and tell what you see!'*

And the skillful way is analysis. It is a way of inquiry which to find the system of complex thought by analyzing the sentences into simpler elements (Baldwin, 1990). From the definition above, it can use to manipulate the students to give their analysis something and it can make the students to be active. In analysis activity, the teacher can ask the students to analyze the descriptive text elements. In teaching descriptive text, the situation and condition can be manipulated by saying to the students *'let analyze the text of descriptive text and find adjective, verb, noun, and adverbs!'* It is a way the teachers to manipulate the situation and condition.

While to increase the students' English skill, the teacher can use translation as skillful way. Translation is the process of transferring the message or meaning from the source language to the target language. It is the process of the students trying to change the other meaning in another language which is the source language of Indonesian and change it

into the target language, namely English. Translation also is a way for teacher to manipulate the students to be active (Hendrawati, 2017). This activity always can be used in learning English, especially learning language features of descriptive text which needs to know some parts of language features such as verbs, adjectives, and adverbs. It is the way the teachers ask the students to translate the words or sentences verbally. They ask the students by saying *'what is the meaning of tallest?'*

The other skillful way are is practice. Practice is an activity to do repetitive drills for proficiency (Ericsson, 1993). To increase students' skills in the learning process, the teacher can manipulate the students to practice more. More practice can improve students' comprehension in learning descriptive text elements. Practice can be done by asking the students to make a descriptive text which is the students ask the teacher to describe people (family/artist/famous people), place, or animals. The way the teacher asks the students to increase their English skill by practicing verbally *'let us practice directly by describing your friend!'*

For that reason, the researcher considers that it is important to conduct a study related to teachers' reasons of manipulation in teaching process. In this study, the researcher described the reasons of teachers' manipulation in teaching process.

METHODOLOGY

This research applied qualitative descriptive method. The participants of the research were three teachers that have different background. The techniques for collecting data were through recording three teachers in teaching descriptive text elements and interviewing three teachers.

FINDINGS AND DISCUSSIONS

In this study, the reasons of teachers' manipulation in teaching process based on theory by Gage (2009). In teaching process, there are 3 main variables that should be got intention, such as presage variable, context variable and process variable. The underlying reasons of teachers' manipulation can be seen in Table 1.

Table 1. The Underlying Reasons of Teachers' Manipulation

Variables	Teacher's Reasons		
	FSS	SCD	ISR
Context Variable	<ul style="list-style-type: none"> • Lack of interest • Less motivation 	<ul style="list-style-type: none"> • Lack of interest • Lack of 	<ul style="list-style-type: none"> • Less interest • Lack

	<ul style="list-style-type: none"> • Have different background of family 	<ul style="list-style-type: none"> • Have different Background of family 	<ul style="list-style-type: none"> • motivation
Process Variable	<ul style="list-style-type: none"> • Students do not give response 	<ul style="list-style-type: none"> • Students' response is minimal or in silence in the classroom • Students' weakness 	<ul style="list-style-type: none"> • Students are silent • Students do not give feedback
Presage Variable	<ul style="list-style-type: none"> • Teaching experience • Belief in their skill to control and manage the students 	<ul style="list-style-type: none"> • Teaching experience • Belief in their skill of teaching and handling the students 	<ul style="list-style-type: none"> • Teaching experience • Belief in knowledge • Belief in skill of teaching method

Based on the table presented above, it can be seen that there were three reasons of each teachers why they did manipulation in teaching. Almost of the reasons were the same. In context variable, all the teachers said the same reasons which were lack of motivation and lack of interest. But Mrs. FSS and Mrs. SCD added a reason that students have different background of family. In the process variable, it can be seen that manipulation happened because there was no response from the students and there was students' weakness learning English so that the students did not give feedback to the teacher.

While presage variable, it can be seen that all the teachers were agree that teaching experience was important, but they also added more reasons that behind of teaching experience the teacher must have belief in their skill to control and manage or handle the students. Even though Mrs. ISR is the youngest teacher, she believed that teacher must have belief in knowledge and belief in skill of teaching method especially, how apply technology in teaching process.

To look back at the reasons for each variable, it is be described as follow as:

To look back at the reasons for each variable, it is be described as follow as:

a. Context variable

It refers to students' motivation, interest, curiosity, prior knowledge, intelligence, social status, and family background; those influence teachers' behaviors in teaching because

students' roles greatly affect the success of teachers in student teaching. The context variable results of the interviews between three teachers can be seen below in data 1, 2, and 3.

Data 1

I: Alright, ma'am. Let us move to the next question. What are the problems that you face so you apply manipulation in class, especially in vocational school?

T: Problems ya?

I: Yes, ma'am.

T: The first problem in vocational high school is **the lack of interest** of the students to want to know. Secondly, to be honest, the background students who come from lower middle class families are **less motivation** from the family environment and surroundings. Third, because English is a foreign language for them, it is not used as a second language like developed countries. So the students think, it is not important for them.

From data 1, it can be seen that the result of interview found the problems that teacher is faced so she applied manipulation. According Mrs. FSS' answer mentions that the students are lack of interest, lack of motivation, and have different background family. The problems happened in vocational school. These were reasons why the students needed more attention from the teachers as the guide and facilitator of teaching process in the classroom. She also added more explanation that family background also can influence the students. It is because social status and support from the family are very important to the students.

Data 2

I: Alright, ma'am. Let us move to the next question. What are the problems that you face so you apply manipulation in class, especially in vocational school?

T: Problems ya?

I: Yes, ma'am.

T: The first problem in vocational high school is the lack of interest of the students to want to know. Secondly, to be honest, the background students who come from lower middle class families are less motivation from the family environment and surroundings. Third, because English is a foreign language for them, it is not used as a second language like developed countries. So the students think, it is not important for them.

From data 2 showed the first reason that the teacher used manipulation because of students' problems in learning English. It is because there are weaknesses in learning, such as lack of students' motivation, interest, curiosity, intelligence, and etc., Gage

(2009). Data above referred to context variable. It can be seen from the teacher's utterance that mentioned students' weakness in learning that *the first problem in vocational high school is the lack of interest of the students to want to know. Secondly, to be honest, the background students who come from lower middle class families are less motivation from the family environment and surroundings. Third, because English is a foreign language for them, it is not used as a second language like developed countries.* The problems such as lack of motivation, interest, curiosity, and intelligence make the students did not want to learn English. So in the classroom the students only watched the teachers give the explanation without understanding and did not even dare to ask. And it creates silent classroom interaction there. That is why manipulation can be used when the students' response is minimal in the classroom'. It means that the applying manipulation also in the classroom, these cause no responses from the students in the classroom interaction. To manipulate the students the students should be pushed by the teachers to participate and communicate in the learning process. In manipulation, teachers master the whole class situation and condition; it is also possible to the teachers to convey the roles in the classroom, so the students can obey what the teacher's instruction.

Data 3

I: Next question. What are the problems that you face so you apply manipulation in class, especially in vocational school?

T: The problems are that they have **minimal interest** in learning, especially English. We do not know about math. Maybe because English is an alien language or another language for them, so they are lazy to study.

I: Okay!

T: So there is **less interest** in learning. Maybe they are a **lack of motivation** from the environment.

From data 3 showed that problem that the teachers faced in teaching vocational school. According to Mrs. ISR that context variable belongs to the students' weakness. If the students are lack motivation, lack of interest, lack of curiosity, intelligence can influence the learning and teaching process. She mentions in her interview that manipulation can happen because students are less of interest and lack of motivation in learning English. It was her reason why should be applied manipulation in teaching process.

b. Process variable

It describes the way the teacher delivers the lesson material to the students. The involvement between the presage variable and the context variable is the teachers' modals to do the process variable. All the teachers mention their reasons why manipulation should

be applied in the teaching process. From the process variable results of interview of three teachers found the reasons what modals should be had by the teachers. It can be seen in data 4, 5, and 6.

Data 4

I: Okay, Ma'am. And when can manipulation do in the classroom? Is there the specific time to apply manipulation or it can do every time?

T: It can do every time when teaching process runs. Or more correctly when **there is no students' response**.

I: Response, ma'am?

T: **If we teach the lesson material, and the students do not give their response**, perhaps it is time to use it.

From data 4, it can be seen that the reason why manipulation should be applied in the classroom interaction from the interview of Mrs. FSS. In teaching process is the place of the teachers and the students involves together in the classroom. The process of the teachers does teaching shows the situation and condition of the interaction. If the situation and condition are good or livelier, it means there is an interaction in the classroom and vice versa if there is no interaction in teaching process. According to Mrs. FSS that mentioned the reason why should be applied manipulation in the teaching process, it is because the students do not give response in teaching process. As the teacher to build interaction in the classroom during teaching, it is very important. Students do not give response; it means that teaching process does not run well. So, manipulation is needed in teaching process to support it.

Data 5

I: And when does manipulation do in the classroom?

T: Manipulation can be used when **the students' response is minimal or in silence in the classroom**. From the silence we know that **students have weakness in studying English**. We can manipulate and interact with children by asking questions or provoking them to share their opinions or ideas

From data 5, it can be seen that the reason of Mrs. SCD. She also gave the reasons in her interview about when does manipulation do in the classroom. She said that it is because the students' response is minimal or in silence in the classroom. It is caused because the situation and condition livelier are crucial to the teacher that teaches the students in teaching process. So, responses are needed in the teaching process. While she also adds reasons why should be manipulated the situation and condition is also because of students' weakness. Students' weakness is one of factors that make the students do not want to give

their response. Disability of students make the students cannot do or follow learning process well.

Data 6

I: Okay. It means that the manipulation is in a positive context, especially for teaching here, right, miss? Ok next, miss. Can manipulation be used in English?

T: Yeah. Many students now when studying just **'silent'** and **they do not give 'feedback' or reciprocal**, so when there is manipulation it can influence in the form of reciprocal learning from teacher to student.

From data 6 showed that in teaching English was because in the middle of teaching process as *process variable*, everything can change beyond the teacher's expectations, Gage (2009) The process teaching is dynamic. Even though the teachers are prepared the material and strategy well, but the applying of teaching in the classroom is not easy. According to Mrs. ISR also gives her reason in her interview that she found the situation and condition where the students were silent in the teaching process and students did not give feedback. It is proven during teaching process; the students are silence when the teacher did teaching. When the teacher asks the students about their comprehension, they are just silent. So, from the situation and condition above, it is impossible to the students to give feedback to the teachers' explanation. The teacher faced problems from the students that have weakness. To apply manipulation the teachers must be encouraged and help the students in learning descriptive text elements. It can be seen from the teacher's utterance that said *'many students now when they are studying just silent and they do not give 'feedback or reciprocal'* it means that the teacher found condition and situation in teaching process that there was no interaction from the students in the teaching process. The students are not interest in teaching process. That is why manipulation should be needed in the teaching process. It is because in teaching English especially descriptive text, there are some elements that should be learned by the students. Not only learn but the students should be paid attention in every element in descriptive text, such as goal of descriptive text, generic structure, language feature like verb, adjective, noun and adverb. All the elements cannot only just teach in front of class or just give the students task about descriptive text. The teachers should be manipulated the classroom interaction and encourage the students to have their own experience of describing the object. It is impossible to teacher to continue the lesson when in the middle of teaching process; the students face obstacle to understand descriptive text or even the students cannot only be quite and monotone in the classroom. Situation and condition also can influence teaching process. It can be seen situation and conditions classroom in 2022 was very different than years ago that can fulfill time of learning English. But now, the teaching process was

limited 30 minutes every day which it is not enough to apply scientific approach in teaching process. The teacher only did teaching until M3, after that all the tasks the teacher had given to the students did at home. So, the teachers must have belief in their skill in manage and handle the students, situation and condition.

c. Presage variable

It is related to the teachers' teaching experiences, education, belief, and attitude. From presage variable, it is concluded that these are also teachers' modal to do teaching process. The presage variable result of three teachers' interview can be seen in data 7, 8, and 9.

Data 7

I: Okay, ma'am. Next question. As we know, teachers must have their own grip as capital such as teaching experience, education and others. Ma'am has also been teaching here for a long time. Do you think it can affect the way of teaching in the classroom?

T: I think yes.

I : Why do you say like that, ma'am?

T: With our **long teaching experience**. We can get to know environmental students. We have to use it.

I : Some people say more mature more capable. If the experience is high, the way of teaching is different; the process in the classroom is more pactive. **The more experience the teacher can control and manage students in the classroom**; we know that many students consider English less desirable. That is why teaching experience is necessary, ma'am?

T: Yeah. Because we are more familiar with the field or our work area, so the more experience you get, the better you know your profession.

From data 7 showed that the using of manipulation was not always easy as it seemed. The third reason was presage variable. As the teacher must have teacher's belief, experience, education, knowledge, attitude, Gage (2009). To make manipulation happens the teachers must make sure with what they have. According to Mrs. FFS, in her opinion teaching experience is very important as the teacher. She adds her opinion that more mature more capable. If the experience is high, the way of teaching is different. The process in the classroom is more active. She also believes that belief in her skill to control and manage is the result of teaching experience of the teachers. It can be seen from the teacher's utterance above that said *'some people say more mature more capable. If the experience is high, the way of teaching is different; the process in the classroom is more pactive. The more experience the teacher can control and manage students in the*

classroom.' It means that if they have those, it is possible to the teacher to manage, manipulate, and control the students and classroom. 1) Teacher' belief in the knowledge when do teaching in classroom, it makes the teachers can master the knowledge especially in teaching descriptive text elements. 2) Having teaching experience more than a year or even more five years. The teachers are more familiar with the field or their work area, so the more experience you get, the better you know your profession. Experience is very important to us. Learning to evaluate ourselves as the teacher is very necessary for me. Every experience allows the teachers to re-evaluate my teaching method. And it can build good attitude inside the teacher for good teaching.

Data 8

I: Okay, ma'am. And then we know that teachers must have capital in teaching such as long teaching experience or even higher education that can help them master the class rather than teachers who have short teaching experience so that during the teaching process the teacher can master the class. So do teaching experiences and education influence teacher's teaching way? What do you think ma'am?

T: Well, experience is teacher. **Experience is very important** to us. Learning to evaluate ourselves as the teachers is very necessary for me. So every experience allows me **to re-evaluate my teaching method**. So that, I can teach and handle my students better.

From data 8 it can be seen that to answer the interviewer's question about '*do teaching experiences and education influence teacher's way?*' According to Mrs. SCD, in her opinion, she also agrees *that teaching experience is very important and she said that experience is teacher*. She also added more explanation why teaching experience should be had by the teacher. It is because the teachers can evaluate every teaching that they have done. She also said that belief in her skill of teaching and handling the students is better and it is developed because of teaching experience.

Data 9

I: A teacher must have capital such as teaching experience and education. When a person is highly educated and has long experience as well. Do you think long experience in teaching and higher educate is better teaching than people who have low experience and education?

T: In the context of that **experience is a lot of flying hours and high experience. It can make them better**. But it does not mean teacher with new experience like two years also cannot teach well. By new teaching style, the teacher can make the students understand well. Maybe the teacher who has long teaching experience comes from the old teacher. And they still traditional method in teaching. While the teacher who has short teaching experience, **they have information and variation in teaching**.

From data 9 can be seen that the result of the interview of the youngest teacher, Mrs.

ISR agrees that teachers who have teaching experience is important but she also adds more explanation that in the context of that experience is a lot of flying hours and high experience. It can make them better. But she also does not completely agree that teachers have new experience like two years also cannot teach well. By new teaching style, the teacher can make the students understand well. Maybe the teacher who has long teaching experience comes from the old teacher. And they still traditional method in teaching. While the teacher who has short teaching experience, they have information and variation in teaching.

The applying of manipulation to support the teaching and learning process is needed to create the classroom interaction between teacher to students, students to students, and teachers and whole class. To make it happens; the teachers also must have good personality in teaching such as teacher's belief, experience, knowledge, education and attitude. Because those of good personalities have taught them to teach and speak up in front of class and students better, so it is possible to the teachers to manipulate the students, classroom, situation, and condition.

Furthermore, based on the study conducted by Goncharova and Levina (2020), it was found that manipulation can help to identify in four steps communicative strategy of convention like verbal manipulation, interpretation of verbal manipulation, comprehension of own position within manipulative influence, introspection of communicative behavior while communication in the situation of verbal manipulation that applied by using in the steps. From the analysis data, the researcher found that there were three reasons that why manipulation needed in teaching process because teaching process was influenced by presage variable which came from the teacher, such as teachers' teaching experience, teachers' education, teachers' belief in teaching. It was also come from process variable which it referred to the teaching process that problems can happen. And the last reason, it is because context variable which referred to the students' motivation, students' interest, and students' background.

CONCLUSIONS

The underlying reasons of teachers' manipulation in teaching process are there is no interaction, students are silent, and students do not give feedback because of students' weakness such as lack of interest, less motivation, and have different background of family. And the teachers also need to have teaching experience, belief in knowledge,

belief in their skill in skill of teaching and handling the students, and belief in skill of teaching method. To make the teaching process better which has interaction in the classroom, the teachers must manipulate the teaching process.

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