

Chapter Four

Findings and Discussion

In this chapter the researcher presented the findings and discussion of the study to answer the research questions. The first research question was about investigating classroom management techniques applied by lecturers of EED UMY. The second research question was related to finding the challenges faced and solutions offered by the lecturers to overcome students' misbehavior. In presenting the findings, the researcher presented every techniques applied by lecturers at EED UMY and that was directly followed by the elaboration of the challenges faced, solutions offered and discussion.

Findings

The qualitative data indicated that classroom management techniques applied by lecturers at EED UMY to make their class become more effective were: imposing discipline, establishing a positive classroom climate and establishing effective communication channel.

Imposing discipline. Based on the data, there were several techniques applied by lecturers in imposing discipline. Every respondent had different ways in imposing discipline but all of them argued that they upheld about lateness. In imposing discipline, there were techniques applied by lecturers. Those were handling lateness, setting self-discipline, and using closed book journal. There was no physical punishment and lecturers' firmness in coming across the problem.

Handling lateness. In case of lateness there were two techniques applied by lecturers such as: setting lateness tolerance and lateness punishment.

In setting lateness tolerance there were several things applied by lecturers. First, students were not allowed coming late. After 15 minutes, the lecturers would close the door, but it was only conducted in the first or second meeting, because it became a habit to the students since they have known the rules and regulation. This was correlated with another research that said lecturers usually using tools and techniques to produce behavioral change as needed, and prevent discipline problems. As indicated in the interview with respondent 1

“I give the students time to be able to come late 15 minutes. After 15 minutes I usually lock the door, so that if they were coming after 15 minutes it means that they were late or absent. I implement that rule usually just in the beginning of semester.”

(Respondent 1, 2015)

Second, the lecturer gave due date for assignment to the students based on the syllabus. As indicated in the interview with respondent 1

“For assignments, I give the students due date. They already know about the due date because the due date has already existed in the syllabus”

(Respondent 1, 2015)

Third, there was point reduction to student who came late. They would get a consequence that their score would be reduced by the lecturer. For the last, lecturers used learning contract in the first of meeting in order to make the students know the rules and regulation such as: lateness, presence and due date of assignment. As indicated in the interview with respondent 1

“I will reduce students point if they are coming late. In every lateness I will decrease their point 5%”

(Respondent 1, 2015)

If the students came late, there were some ways in lateness punishment applied by lecturer. First, there was penalty when students came late such as the lecturers would remind the student and there was point reduction to students who late in collecting assignment. Second, after 15 minutes the students would not be allowed to sign the attendance list. It implies that they were considered as absent on that day. Last, students should have soft skill and the main factor of soft skill is punctuality. It means that lecturer would reduce their score of soft skill when they were coming late. Lecturers should know how to identify misbehavior of the students in order to make those students not feel unpleasant and make lecturers know what the appropriate punishment to them.

Setting self-discipline. One of the respondents said that she implemented discipline not only to the students but also to herself. As indicated in the interview with respondent 1

“If I came late, I have to get consequence that my students would WO me, because it is the rights of students to do that. It means that if I come late I cannot enter the class, so discipline applicable for two things, first to lecturer and second to students”.

(Respondent 1, 2015)

Using closed-book journal. One respondent said the students would lose their score if they did not come, because in every meeting there would be a closed

book journal assignment. Closed-book journal is kind of assignment that is done in every meeting. Lecturers give some journals article to students and ask them to read. In the next meeting, the lecturer would give some questions about that reading and ask the students to directly write the answer in the piece of paper. If the students came late, they would not be allowed to enter the class and automatically they cannot join the closed-book journal activity. Lecturers also encouraged the students by asking them some questions about the content of those journals which have been read by students in order to make them able to express their opinion. As indicated in the interview with respondent 1

“If they are coming late or absent they will lose their closed book journal point”.

(Respondent 1, 2015)

No physical punishment. Based on the interviews that have been done, no lecturer use physical punishment or corporal reaction. Because one of respondent said it would torture that student and other students probably would not like it and that student would probably hate the lecturer. As indicated in the interview with respondent 1

(Respondent 1, 2015)

“There is no physical punishment in my class like asking the students to singing in front of the class, because I think it embarrasses the students and other students did not like it and also would waste the time”

Lecturers' firmness. In discipline, there was firmness that made by lecturer in order to make the class succeed. One of respondents said that if there

was a student who did not want to pay attention with lecturer, she asked that student to go outside or just sleep. A lecturer said if she found a sleepy student, she asked that student to wash her/him face in order to make that students not sleepy in classroom. One respondent said if there was a student who did misbehavior and always disrupt other students, she would ask that student to be quiet and stop disrupting other students. One respondent said students should know the rules and regulation clearly. From beginning until the end of semester, they had to know their obligation as a student. In the first of meeting, students and lecturers made contract learning instead of studying. Also, in the classroom mobile phone was prohibited. She also put discipline in group discussion for example, if there were some students talking or gossiping with their friends, lecturer would ask those students about topic of that day. If they could not answer, it indicated that they did not pay attention in discussion. If the students made a mistake, the lecturers would punish that student based on she/he has brake.

Challenges faced and solution offered in imposing discipline. Based the data and interviews that have been done, lecturers did not have any particular challenges in imposing discipline. Just only one challenge in imposing discipline based on the interview and it was consistency. She said, being consistent was hard, for example, being consistent to lock the door in 15 minutes. The solution of that was she must lock the door after 15 minutes and the consequence she might get was that the students would probably dislike her.

Establishing a positive classroom climate. In this case there were some techniques applied by lecturer in establishing a positive classroom climate such as

making the classroom enjoy with several media, using gesture when teaching, making the class more flexible, making students feel free to give their opinion and develop a relationship with students, engaging the students and memorizing the students' name. There were new techniques applied by lecturers to establish positive classroom climate in students' group distribution. In this case, there were some challenges faced by lecturers. There were lecturers' self-management, mode of material delivery, memorization of student's name and energy shortage.

Making enjoyable classroom with several activities. In establishing a positive classroom climate, lecturers used several media to make their class more enjoyable and interesting. Those several media were games and missing lyric. Lecturers also made group discussion in order to make their students be able to communicate with their friends and make the students able to be independent. Additionally, grouping made lecturers ease to monitor the students. As indicated in the interview with respondent 2

“Grouping makes me easier to control the students, because I can walk around to see all of my students and by grouping they can work independently.”

(Respondent 2, 2015)

While teaching, lecturer also put some jokes in order to make the students comfort and enjoy in teaching and learning process. Lecturer also asked the students to read particular news. After that, she asked the students to retell what they have read. To make the classroom more comfortable she also searched some books and materials to teach that were appropriate to students. Another new

technique was encouraging the students to read and encourage lecturers themselves to read. All of readings for closed-book journal of course have been read by the lecturer. As indicated in the interview with respondent 1

“I always encourage my students to express their opinion. When they express their opinion they should support their opinion with reading a lot. Because I think with board insight they can support their opinion. I encourage them to read a lot. So did I, when I give them a reading I should have read it before I give to my students.”

(Respondent 1, 2015)

Using gesture when teaching. When teaching, the lecturers also used gesture to make the class becomes more attractive. Body language was important when teaching because body language resembled that the lecturer have a readiness to teach and look comfort. As indicated in the interview with Respondent 2

“I think the main factor that makes the class comfortable is the lecturer. When a lecturer feels comfortable in the class automatically lecturer’s body language looks flowing and makes the students comfortable with that lecturer.”

(Respondent 2, 2015)

Making the classroom more flexible. The role of the lecturer is really important in the classroom because they were not only teaching, but also they should know how to make the classroom more flexible. In this case, there were two techniques applied by lecturers based on the interviews. The two techniques

were to make students feel free giving their opinion and develop a good relationship with students. It was indicated in the interview with respondent 3.

“Then I always try to make the class can be serious and can be relax”

(Respondent 3, 2015)

The respondent 3 said, to establish classroom climate, she made the students felt free to give their opinion in order to make them feel comfortable while teaching and learning process and also made the classroom non-threatening.

To make the students comfort to the lecturers, they develop a relationship with students. So, in the first of meeting a lecturer makes the students comfort with her by developing a relationship with them.

Engaging the students and memorize student's name. One respondent said that she always tries to memorize student's name. She also memorize where the student's usually sit down in order to make her easy to know them well. She did not use any particular techniques, yet she always makes all students engage in classroom activities. As indicated in the interview with respondent 3

“I don't use any particular techniques. I just use a standard technique, but I always try to make the students engage in all activities in the class and make them enjoy the classroom.”

(Respondent 3, 2015)

Other techniques in establishing a positive classroom climate. In this research, there was other techniques applied by lecturers in the classroom to establish a positive classroom climate that is dividing the students

Dividing the students. Lecturer divided students fairly in order make them would able to help each other. It means that in a group, there should have smart students and not really smart students. Smart students could help their friends if they did not understand the materials or find difficulties in learning process. It was indicated in the interview with respondent 4

“To develop a classroom I usually divide my students. Less smart students were grouped with smart students. I divided them fairly”

(Respondent 4, 2015)

Challenges faced and solutions offered in establishing a positive classroom climate. In this case there some challenges faced by lecturers in establishing a positive classroom climate such as: lecturers’ self-management, mode of material delivery, memorizing students’ name, and energy shortage. Challenges and solutions would be discussed below.

Lecturers’ self-management. Inconvenience itself was created by how the lecturers manage the classroom. So, the lecturers should make classroom more comfortable in the learning process. As indicated in the interview with respondent 2

“I see that an inconvenience comes from the lecturers and how they manage themselves”

(Respondent 2, 2015)

Mode of material delivery. In teaching, lecturers had to know about how to deliver the material well. If they always used lecturing in teaching automatically students would be bored with them. Therefore, they should be interactive in

teaching and not always used lecturing in delivering material. It was indicated in the interview with respondent 2

“In order to make students not bored and make students easy to understand, lecturer should know the methodology and lecturers are not allowed to always give lecturing when teaching”

(Respondent 2, 2015)

Memorize student's name. In memorizing students' name, a lecturer could not always remember all students' name. Therefore, lecturers should ask the students sitting or another student to know indented student's name. As indicated in the interview with respondent 3

“For example, using one of techniques to memorize students' name, in fact I cannot always remember their name, therefore I should ask other students to mention the name of that student”

(Respondent 3, 2015)

Energy shortages. In establishing a positive classroom climate of the course, lecturers require a lot of energy. In fact lecturer often lack of energy due to the fatigue to handle so many class. Indeed, energy is really important to lecturers to make the class becomes more interesting. As correlated with another research, energy is the electricity of many minds caught up in circuit thinking, talking and writing. Therefore lecturers need to be aware about their healthy in order to make them prima when they were teaching. As indicated in the interview with respondent 3

“In establishing a positive classroom climate I need a big energy.

Sometimes I feel tired and lack of energy”

(Respondent 3, 2015)

Establishing effective communication channel. In establishing effective communication channel there were several techniques applied by lecturers at EED UMY. Every lecturer has different techniques to communicate with the students such as: approach to students, use verbal and non-verbal communication. In this case there were others techniques applied by lecturers and there were some challenges that lecturers faced in imposing those techniques.

Approaching students. If there was a student who has misbehavior, a lecturer preferred to do an approach to that student by asking him/her what happened with him/her. A lecturer opened the dialog with students through some questions. A lecturer would ask the students about them-self and ask them to tell whatever they want. In another case, so many students were not allowed to give their opinion. In classroom just a little bit students allowed to give their opinion, therefore lecturer ask the students to do personal approach to students who were not allowed giving their opinion.

Use verbal and non-verbal communication. Lecturer said verbal and non-verbal communication is really important to communicate with students and it would be completed with visual aids. To communicate with students, lecturer also use gesture, eye contact, face expression and also move to corner of the class in order make all of students can hear and understand what the lecturer explain. In

case there was a student who has misbehavior in classroom lecturer would reprimand that student with non-verbal communication by shaking her head, snapping finger and whistling. However, lecturers more often use verbal communication to reprimand students. It was indicated in the interview with respondent 1

I usually reprimand or communicate to the students with verbal communication. But sometime I also use gesture for example: I'm speaking or when I'm speaking other students were speaking too so they did not pay attention to me, I usually snap finger or whistle until everybody look at me. I just did a lot of things to attract their attention.

(Respondent 1, 2015)

In class when teaching and learning process were almost done and materials have been explain by lecturer. Lecturer would open question and answer section in order to make the students become more understanding with materials.

Outside the classroom, students could communicate with the lecturers through social media such as: WA, BBM or SMS. Students could communicate with lecturer without face to face interaction.

The lecturers combined all techniques, but some preferred to communicate with students by verbal communication and implemented rules and regulations in their classroom. It was indicated in the interview with respondent 4

“I usually use all techniques but I prefer to communication. It means that I sue those three combinations, but the most dominant is communication and implement rules and regulation.”

(Respondent 4, 2015)

Lecturers asked the students to feel free to give their opinion and not limit them to ask whatever they wanted. Lecturers also encouraged them to give their opinion by way of never blame them if their opinion imprecise. Lecturers never gave them the right answer because the right answers were not really important. Lecturers also communicated with the students by giving them feedback by their paper. Lecturers used English to freshman in the beginning of meeting to their feedback. However, to 4th until 7th semester, lecturers used Bahasa because the lecturer thought that Bahasa was more effective than English. She said, by giving students feedback, it encouraged their critical thinking. Another lecturer said she gave a feedback to her students in order to make students would be able to assess their friend's writing.

In giving reprimand, the students usually used verbal communication. There was one way to reprimand the students without make them hurt. That was joke. She usually reprimanded students with joke. Yet if the students still did not want to listen reprimand from her until 4 times, she directly point that student's face and said "you! be quite!".

In effective communication, lecturer usually asked the students about materials that have been delivered by lecturer. The lecturer would ask them and want to know "do they really understand my instruction?" If there was no question from students, the lecturer would close the class. It was indicated in the interview with respondent 4

“Until they have no question then the class would be stopped. If they have more questions, I let them to ask as much as they want. Although sometime it makes the class longer.”

(Respondent 4, 2015)

Other techniques establishing effective communication channel. In establishing effective communication channel there were two other techniques applied by lecturers at EED UMY. There were choosing appropriate journal article and asking students to copy the material.

Choose appropriate journal article. Before give a reading to students, a lecturer has to choose appropriate journal or article and also before she gives to the students she has been reading that journal or article. As indicated in the interview with respondent 1

“When as students to read journal article I should read it before, therefore I can decide its good or not to students”

(Respondent 1, 2015)

Ask students to copy the material. Ask students to copy the materials in order to make them know the guidelines about material that would explain by a lecturer and it can makes a lecturer easy when she is teaching because they have knew that material. As indicated in the interview with respondent 2

“In this semester, I ask students to copy the materials in order make they have a guideline”

(Respondent 2, 2015)

Challenge faced and solution offered in establishing effective

communication channel. From all of techniques these techniques have so many challenges. Those challenges were: students who distract the class, cultural differences, differences freshman and old semester, read and analyze closed book one by one, lack of preparation, and student's misbehavior

Students who distract the class. There were some students who distract the class and make other students hard to concentrate as well as lecturer. The solution is that the lecturer could directly reprimand those students. As indicated in the interview with respondent 1

“If there were students distract the class I should directly reprimand those students to be quite”

(Respondent 1, 2015)

Cultural differences. A lecturer said the harder challenge is culture, because in Indonesia when person speaks another people also speak. They have reluctant feeling to listen what that person said. A lecturer said that to change habit and culture is harder, therefore she put respectful in soft skill score of students in order to make them would able to respect with other people when they were speaking. As indicated in the interview with respondent 1

“In my opinion culture is difficult to change in Indonesia if other person speaks, other people around also speak”.

(Respondent 1, 2015)

The differences freshman and old semester. A lecturer said students in old semester more feel free when they give their opinion then freshman or students in

1st and 2nd semester. A lecturer said student in the 1st and 2nd semester still brings their childishness from Senior High School to University. They still look to their lecturer answer without being able to give their opinion, therefore lecturer encourage students to read. Lecturer said by reading they can express their opinion. As indicated in the interview with respondent 1

“Students in 1st and 2nd semester still look for an answer from their students”

(Respondent 1, 2015)

Read and analyze closed book one by one. A lecturer found difficulties when correcting closed book journal. Lecturer should analyze and read one by one their work. A lecturer should know which one makes sense and which one not make sense. As indicated in the interview with respondent 1

“My challenge is read and analyzes their closed book journal one by one”

(Respondent 1, 2015)

Lack of preparation. Lack of preparation became an obstacle to a lecturer, because she should manage her time to other activities. As indicated in the interview with respondent 2

“My challenge is preparation. Sometime I should divide my time to other activities; therefore in preparation I feel it so difficult for me.”

(Respondent 2, 2015)

Therefore a lecturer should prepare material not only for one meeting but also for three until five meeting to the next.

Student's misbehavior. Adjust the level of distraction that students did.

Once or twice lecturer still reprimand students with a common phrase, but if those students still doing the distraction, a lecturer would address those students until to ask them to get out. If there were some students who talking with their other friends while a lecturer deliver materials, a lecturer would ask those students about topic of that day. If they cannot answer that question it's mean that they were not pay attention with a lecturer. As indicated in the interview with respondent 4

“If there are students who speak with their friends while learning process, I will ask them to explain what I explain before”

(Respondent 4, 2015)

Discussion

The researcher would discuss about findings that have been found and the researcher would elaborate those finding with other research and researcher's argument.

Imposing discipline. In imposing discipline, researcher found there was suitability from other research such as lateness. As correlated with the previous study, students should be aware of the class punishment that might be incurred and agreed by both parties; lecturers and students (Lewis & Roaches 2013). In implementing a punishment, lecturers should make a deal in the first meeting to students in order to make the students know about consequences if they break the rules. In this case lecturers at EED UMY always make a deal with their students if they want to make a rules and regulations. It would make the students know those

rules and know about consequences if they break the rules. In imposing discipline, lecturers at EED also impose discipline to themselves, because they thought that discipline was applicable for two things: to lecturer and to students. When the students could not enter the class if they were coming late, it prevailed to lecturers.

Based on the interviews, all of lecturers at EED UMY never gave physical punishment to students because they argued physical punishment would make the students hate the lecturers. According to Marsh (2008), did not give additional school as a punishment, second punishment to a whole class when only one or two individual were to blame se sarcasm and ridicule that usually called bullying. Because we know that bullying was not good for everyone. It can make the students get a trauma.

In handling students' misbehavior in the classroom, for example there was student who was sleepy, the lecturer would not directly angry to that student but asked that student to wash her/him face. That was correlate with Brown (2000) that in resolving disciplinary problem, trying to find the source of the problem rather than treating symptoms (for example if your student did not pay attention to you, it could be caused by lack of sleep. The lecturers could suggest their students to sleep early and set the schedule well. That was a good way to reprimand the student without make the student hurt.

In imposing discipline, there was a particular technique implemented by lecturer at EED UMY which other lecturer not implement in their class. That was new technique that implemented by lecturer at EED UMY. That technique was

closed book journal. Lecturer implemented closed book journal to make her students become more discipline. Because if students coming late or did not come they would lose their score.

There was challenge faced by lecturers that the lecturers should be consistent with their rules and regulations that have made and deal with students. Yet in fact they found a difficulty to always being consistent. Whereas being consistent was really important to make the students always respect with lecturer.

Establishing a positive classroom climate. In establishing a positive classroom climate, lecturers at EED UMY had some techniques to establish a positive classroom climate. They implemented particular techniques in their classroom. From all of those techniques there were similarities with research before. However, there were also different techniques implanted by lecturers at EED UMY which was never implemented by other lecturer. Here researcher would discuss one by one from ordinary techniques, new techniques and the last were about challenge faced and solution offered by lecturers at EED UMY.

Lecturers at EED UMY established a positive classroom climate with several media in order to make their student enjoy in their class. Those several media were games and missing lyric. Lecturer also asked the students to make a group, because with grouping they can monitor students easily. Berry & King (1998) Hansen & Childs (1998) and Hendrick (2001) as cited in Marsh (2008) argued that management problem can be prevented by lesson planning, establishing relationship with students and conducting lesson effectively. By using several media lecturer easier to transfer the knowledge and lesson would be

effective, because their students have enjoyed with those media. They also put a joke, ask student to read particular newspaper and use close book journal to encourage student in reading. Those several media helped lecturers to make their class effectively and make their students enjoy in their class.

To make their class became more attractive, lecturer also used gesture or used body language. Smith and Laslett (2002) said that role play would be an excellent way of demonstrating to lecturer in teaching what were messages they were conveying by their gesture, gait or demeanor which were often a more accurate indication of their feeling than what they were saying, and have a more immediate effect. Therefore lecturers needed use their gesture and body language when they were teaching.

Lecturers at EED UMY made their classes become more flexible. It means that they made the students feel free when they were giving their opinion and lecturers also develop a relationship to their students. Marsh (2008) said most educators agreed that classroom management would not be successful because the lecturer not friendly, threatening, disruptive and cold to the students. According to Charles (2004) as cited in Marsh (2008), emphasizing a classroom climate characterized by positive communication, warmth and support and one would likely enable productive, enjoyable activity and occur.

Lecturer said that to establish classroom climate, she made the students feel free to give their opinion in order to make them feel comfort while teaching and learning process and also makes the classroom non-threatening. Marsh (2008) said most educators agreed that classroom management would not be successful

because the lecturers were not friendly, threatening, disruptive and cold to the students. According to Charles (2004) as cited in Marsh (2008) said clearly emphasizing a classroom climate characterized by positive communication, warmth and support and one would likely enable productive, enjoyable activity and occur.

Lecturers also engaged with students and memorized their name. Lecturers memorized their name and where they were sitting in order to make they know their students well. Lecturer always tried to engage their students in activity. That was correlated with Marsh (2008) that to give directions that were simple not likely to confuse, give them activities that almost students would succeed in doing; have all students engage in the same activity; structure the activity so you were free to monitor the conduct of students.

In this research, there was another technique that implemented by lecturer at EED UMY. That technique was dividing the students. Its mean when grouping lecturers divide students fairly in order to make students can help their friends who don't about the material that deliver by lecturer.

There were several challenge faced by lecturer at EED UMY. First, lecturers at EED UMY argued that inconvenience itself was created by how the lecturers manage the classroom. Sometimes lecturers tired because they were handling so many classes, but that whatsapp the lecturers' obligation to make the students feel comfort. Second, lecturers also should deliver material well, not only teaching but also they should establish a way to make the students become more understand with materials that they deliver, therefore they should find a way how

to deliver material well. Third, lecturer used memorizing students' name technique in her class but in the implementation sometimes she face a problem which forget that student's name, so that she always asked other students about her/his name. For the last, in teaching, lecturers needed a lot of energy. Sometimes the lecturers feel tired because many activities and a lot of class to handle.

Establishing effective communication channel. In this research, the lecturers used some techniques to make their communication runs effectively. Those techniques were encompasses doing an approach to students, using verbal and non-verbal communication, and there were some particular techniques that implemented by lecturers. They also found the difficulties and faced some challenges in establishing effective communication channel.

Lecturers at EED UMY preferred to do an approach to students who had misbehavior. They were not directly angry to the students if they made a mistake and lecturers always try to open the dialogue to student s in order to make students want to give their opinion. This was correlated with Marsh (2008) that a useful reminder about verbal effective communication was positive approach: use communication to support students' effort.

In establishing effective communication channel lecturer at EED UMY used verbal and non-verbal communication. Almost all of lecturers used both of techniques. In non-verbal communication, they usually used gesture, eye contact and face expression. Marsh (2008) said that students would react positively to lecturers who face them with direct eye contact that is resemble the body language tell to the students that "I'm serious to talk to you. Please listen carefully". In

giving reprimand, students in the classroom sometimes used non-verbal communication by snapping finger or whistling. However, in reprimanding students, lecturers usually used verbal communication. Outside classroom, students also might communicate with lecturers by using social media. Lecturers at EED UMY allowed their students contact her by using social media outside classroom, because it could help students can communicate with lecturer without face to face.

In verbal communication, lecturers at EED UMY made their students feel free to give their opinion in the classroom. Lecturers never blame students if their opinion was not right, because they thought that the right answer was not important. The important thing was that the students can give their opinion and it could make them develop their critical thinking. As correlated with previous research to set up connection to students, lecturer should, first, valuing and respecting what students think and say. Second, openly soliciting students' ideas and feeling, for the last developing a genuine sense of vicarious joy when they learn something or otherwise succeed (Brown 2000). Those were have implemented by lecturer at EED UMY, because they always encourage their students to express opinion.

Lecturers at EED UMY also established effective communication channel by giving students feedback from their paper. Lecturers argued that by giving students feedback, it could encourage their critical thinking. Another research said that it was necessary to give feedback to students on their each progress (Brown, 2000).

Lecturers at EED UMY never gave physical punishments to their students. It means that when students made a mistake, they reprimanded students with a joke. If students could not understand what lecturers said, they might ask lecturers. Lecturers also ask students their understanding about material that has been delivered.

There were some other techniques implemented by EED lecturers that other lecturers seldom use. Firstly, lecturers chose journal articles that were appropriate to students. Before she gave to students, she must have read it. Secondly, lecturers asked students to copy the material in order to make them know what lesson in the next meeting and makes lecturers easy to deliver materials.

In imposing these techniques lecturers at EED UMY found some difficulties or challenges faced. Firstly, there were some students who distract the class, lecturers handle it by directly reprimand those students. Secondly, lecturers found challenge about culture differences. A lecturer said that culture in Indonesia, when someone spoke, the other ones were not listening to the speaking one. Lecturers argued that to change culture was so hard, therefore, she put herself respectful to assess the students. This was correlated with Brown's (2000) one major consideration, therefore, in the effectiveness in playing roles and developing style in the culture in which you were teaching and the culture of your students.

There were number of roles and teaching style as they relate to lecturers and students (adapted from Hofstede, 1986), but here, the researcher just mentioned two of them. First, the lecturers could admit when they were wrong. Second, the lecturers still maintained student's respect and expected students to

find their own way. Thirdly, handling freshman and old semester were different. Lecturers handled them with different way, because freshman still bring their childishness from Senior High School to university. Fourthly, lecturers found difficulties when correcting students' closed book journal. She should read one by one and analyze them. Fifthly, because lecturers have a lot of activities, sometimes they lack of preparation to teach students.

Therefore lecturers prepared materials not only for one meeting, but for 3-5 meeting in front. For the last, if there were students who had misbehavior, the lecturers handled it with adjust the level of distraction that students did. Lecturer did not directly angry when students made a mistake. If those students still make a distraction, lecturers would ask students to get out.