

THE LECTURERS' STRATEGIES IN CREATING A HEALTHY LEARNING ENVIRONMENT FOR STUDENTS

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Abstract

The researcher was aimed at investigating the lecturers' strategies that used in creating a healthy learning environment to students in the classroom at 2nd semester of English study program in UMB. Methodology of the research was descriptive method. Subject of this research was all of English lecturers who teach at the 4th semester in English study program academic year 2021. The total of the lecturers are six English lecturers. In collecting the data, the researcher used observation checklist and video recording. In analyzing the data, the researcher found out the frequency of the lecturers' strategies in creating a healthy learning environment by using formula, and then take the conclusion. After doing this research, researcher found that the lecturers used five strategies in creating a healthy learning environment in learning English they were providing positive feedback (17.7%), treating the participants as individuals (24.4%), maintaining the self-esteem of learners (25.6%), creating a positive physical and emotional atmosphere (18.9%), and creating a positive classroom discipline system (13.4%). Based on the research result, there are some suggestions for English lecturers. Researcher suggest that English lecturers would be better to use the varied strategies in creating a healthy learning environment, in order to create the condition of classroom more actively and comfortably, so the students will be more interesting in studying in classroom.

Key words: *lecturer strategies, healthy learning environment*

I. Introduction

University lecturers are the people who are responsible in creating a healthy learning environment when teaching the subject in the classroom and they have to have effective strategies to enhance the results of students' learning. According Mujtaba (2004), providing a safe and healthy learning environment is a key to help students in developing essential skills and knowledge because it is necessary for college and career readiness. Further, lecturers, ought to describe their interests toward the progress that has been achieved by the students. In addition, lecturers should be able to create a healthy environment of learning English will lead the students in achieving their goals and also by providing such a nice and neat learning process will motivate them in learning English too.

In everyday teaching reality, it is not easy for English lecturers to create a good environment or learning English. Some English teachers seem not to be able to occupy the criteria of the good environment in teaching English. The students felt bored if the teacher just sits and talks monotonously from the opening until the end of the class, especially when the teacher always teaches by using

run well or there is no interaction between the teacher and the students.

After seeing the problems of creating good interaction in the class by providing a healthy learning environment, the solving problem should be found. The strategies in teaching should be freshen and varied. The lecturers who give many strategies in their teaching process will be more successful than the lecturers who always teach by using lecturer technique. The reason is quite clear, it is because she/he could build the students interest in learning English and make a good interaction in the classroom activities. In this way, a teacher is expected to give teaching variations in creating a healthy learning environment that includes of three aspects, namely; to provide positive feedback, to treat the participants as individuals, and to maintain the self-esteem of learners (Sullivan 2003). So that, the environment will be more positive and healthy and the student will be more interested in the lesson and it will make their learning successful.

Based on the background above, the problem of this research is, "What are the English lecturers' strategies in creating a healthy learning environment to students in the

classroom at the 4th semester of English study program in UMB?" The objective of the research is to investigate the lecturers' strategies in creating a healthy learning environment to students in the classroom at the 4th semester of English study program in UMB.

II. Methodology

The design of this research is descriptive research. The subjects of the research consisted of all English subject lecturers who taught at the 4th semester in English study program. They were one lecturer of Grammar for TOEFL and IELTS, one lecturer of Speaking for Debate, one lecturer of Prose and Poetry, one lecturer of Paragraph Writing and one lecturer of Semantics and Pragmatics. Hence, the total number the lecturers are six lecturers. The instruments of this research were observational checklist and video recorder (Handycam). The researcher used classroom observational collect the data of this research. The observation was done 2 times for one lecturer. The steps of collecting data, they were: 1). The researcher came to the class, 2). The researcher recorded the whole activities and lecturers' performance during teaching learning activities by using video recorder, and 3). At the last the researcher completed the observational checklist related to lecturers' strategies in creating a healthy environment. In analysis the data, the researcher was done some steps, they were: 1).The researcher checked the finding from the observational checklist and recorded-video. 2). The researcher identified the strategies used by lecturer in what terms that shown by observation checklist. 3). The researcher calculated the percentage of those strategies in observational checklist notes. It was ranked to decide the strategies. The data in this research are analyzed by using the percentage formula, 4). The researcher classified the strategies used by lecturer, 5). The researcher described the result, and 6). The last researcher made a conclusion

III. Results and Discussion

A. Results

There were five items investigated in the collecting the data, those are (1) providing positive feedback, (2) treating the participants as individuals, (3) maintaining the self-esteem of learners, (4) creating a positive physical and

emotional atmosphere, and (5) creating a positive classroom discipline system.

Providing Positive Feedback

In teaching learning process, to make students enjoyed and not bored in learning English or make English subject interest the lecturers must have some strategies in creating a healthy learning environment. One of the strategies that can be used is providing positive feedback. The lecturers can do this strategy to make the class more active and conducive in teaching learning process.

Table .The percentage of lecturers' strategies in providing positive feedback

No	Providing Positive Feedback	F	%
1	Showing feedback on each students as a person	13	8%
2	Give verbal praise either in front of other students or in private	5	3%
3	Use positive responses during questioning	4	2.4%
4	Openly soliciting students' ideas and feeling	7	4.3%
Total		29	17.7%

Table above indicated that the lecturers' strategies in providing positive feedback, there researcher found the frequent **29** (17.7%). Where the first item from 6 lecturers in two observations for each lecturer chose frequent **13** with percentage (8%), the fourth item was found **5** (3%), the third item was found **4** (2.4%), and the last item was found **7** (4.3%). So lecturers provide positive feedback to their students was good because some of the lecturers have used this strategy. But not all of them used this strategy.

Treating the Participants as Individuals

In teaching learning process, the treating the students as individuals was very important to applied in teaching learning process, so the lecturers should tell their students about the

advantages of learning English, because not all of students know the real advantages about learning English, so they knew the advantages, it can make the students more spirit and confidence in teaching learning process.

Table The percentage of lecturers' strategies in treating the participants as individuals

No	Treating the Participants as Individuals	F	%
1	Use students names	6	3.6%
2	Involve all students	13	8%
3	Working with them as a team and not against them	8	4.8%
4	Allow students to share information with others	13	8%
Total		40	24.4%

From table above that the lecturers' strategies in treating the participants as individuals was found **40** (24.4%) where item no 1 from 6 lecturers with two observation for each lecturer was found 6 with percentage **3.6%**, item no 2 and 4 were found same frequent **13** with percentages 8% and item no 3 was found **8** (4.8%). This strategy was very useful in helped student in learning because the students more spirit and confidence in teaching learning process.

Maintaining the Self-Esteem of Learners

In maintaining the self-esteem of learners the lecturers should give the students the practices and give the exams because it's as the instrument to measure students ability in learning, so giving the practices and exams the lecturers should motivate students to study seriously and more ready in learning and then giving corrective feedback is one of the important aspects, because they would know which one of the wrong from their say or their exam, so they would correct and understand about their wrong.

Table .The percentage of lecturers' strategies in maintaining the self-esteem of learners

No	Maintaining the Self-esteem of Learners	F	%
1	Give practices that adds to their confidence	8	4.8%
2	Provide corrective feedback in an appropriate manner	13	8%
3	Provide exercise that adds to their sense of competence and self-esteem	8	4.8%
4	Valuing and respecting what students think and say	13	8%
Total		42	25.4%

From table above that the lecturers' strategies in maintaining the self-esteem of learners was found **42** (25.4%) where item no 1 and 3 from 6 lecturers with two observation for each lecturer were found same frequent **8** with percentages (4.8%) and Item no 2 and 4 same frequent were found **13** (8%). This strategy was easier to use and also very effective to apply in teaching learning process.

Creating a Positive Physical and Emotional Atmosphere

To make the student feel comfortable in teaching learning process and the students have good achievement learning, the lecturers must plan to manage the classroom to create a good condition classroom management. So it can make the teaching learning more interest for the students and more successful.

Table The percentage of lecturers' strategies in creating a positive physical and emotional atmosphere

No	Creating a Positive Physical and Emotional Atmosphere	F	%
1	Lead students by example	4	2.4%
2	Begin each class with greeting	13	8%
3	Give students with a smile and a personal welcome	11	6.7%

4	Organize the classroom neatly and methodically	3	1.8%
Total		31	18.9%

Table above indicated that the lecturers' strategy in creating a positive physical and emotional atmosphere was found the frequent **31** (18.9%). Where the first item from 6 lecturers in two observations for each lecturer chose frequent **4** with percentage (2.4%), the fourth item was found **13** (8%), the third item was found **11** (6.7%), and the last item was found **3** (1.8%).

Creating a Positive Classroom Discipline System

In teaching learning process, creating a positive classroom discipline system was very important to be applied in teaching learning process because discipline was very important in the class in order to make the student more active, feel fairly and reduce them to do cheating.

Table The percentage of lecturers' strategies in creating a creating a positive classroom discipline system

No	Creating a Positive Classroom Discipline System	F	%
1	Allow students to help set classroom	4	2.4%
2	Stick to the rules and fairly	2	1.2%
3	Integrate correct behavior and accountability instruction	13	8%
4	Discipline students privately	3	1.8%
Total		22	13.4%

Table above indicated that the lecturers' strategy in creating a creating a positive classroom discipline system was found the frequent **22** (13.4%). Where the first item from 6 lecturers in two observations for each lecturer chose frequent **4** with percentage (2.4%), the fourth was found frequent **2** with percentages (1.2%), the third item was found **13** (8%) and the

last item was found **3** (1.8%). It's just little from the lecturers used this strategy, because not all of lecturers used this strategy.

Based on result above, they were some strategy used by lecturers in creating a healthy learning to students' success in classroom. For more detail it can be seen in the following the table 4.6:

Table data indicated that the strategies that used by the English lecturers were providing positive feedback (17.7%), treating the participants as individuals (24.4%), maintaining the self-esteem of learners (25.6%), creating a positive physical and emotional atmosphere (18.9%), and creating a positive classroom discipline system (13.4%).

B. Discussion

Providing Positive Feedback

Providing positive feedback is one of effective strategies in creating a healthy learning environment to the students' success in classroom. From first item, showing feedback the researcher found the frequent of showing feedback was **13** (8%). All the lecturers have been using this strategy due to this strategy is very easy to be applied by a lecturer in comparison with other strategies, besides giving feedback is the part of teaching and learning. Furthermore, this strategy will create the interaction between lecturers and students. Basically this strategy was suitable with McFarlan's theory (2011) that providing positive feedback is one of effective strategy in creating a healthy learning environment.

Fourthly, in giving praise the researcher found that this strategy was frequently used **5** times with or 3%. This strategy was only used by some lecturers, because many of them ignored this strategy and they think this is less important to do. Whereas according to Brown (1994) giving praise is one strategy to motivate students to learn in order to create a positive classroom climate. So lecturers should give praise to each student after he said something or answered questions correctly from the lecturer, like the said "excellent, good, ok and so on". It could motivate the students to do their best.

Next, from giving positive responses, it was just few from the lecturers used this strategy, the researcher just found **4** (2.4%). It can be concluded that there were not many lecturers

used this strategy. Beside that it is also the difficulty in implementing this strategy, that there should be a class where the students are really active, so it can create positive feedback between teacher and student in teaching learning process.

The last item, researcher found that there were 7 (4.3%) of the lecturers' strategies in creating a healthy learning environment by using this strategy. In this strategy the lecturers provide an opportunity for students to think in terms of finding an idea, so that the student was given a freedom to express ideas. This strategy was effective to be applied by the lecturers, and this strategy made the students active in learning English (McDaniels: 2011). But, based on observation, it shows that many students found difficulties in finding ideas or participated in their class because they did not understand what to do or why they should do it.

Treating the Participants as Individuals

To increase confidence and morale of students, a teacher should treat students as individuals; this strategy is very effective to appreciate them, with no distinguishing one another, so that they feel the same. In using the students name the researcher found only 6 (3.6%) of the lecturers used this strategy. It seemed that this strategy was very difficult. The lecturers must know all of the students' names. Based on McDaniels (2011) get to know each student as a person like the remembering students' names is one the strategy to create a healthy learning environment, because by remembering the students' name, it showed that the lecturers care with the students. In teaching and learning activities, involving all students in classroom activity is also the most important thing to get student attention and interest (Trickett and moos: 1973). In observation the researcher found that all of the lecturers used this strategy, this strategy was appeared 13 times or (8%). This strategy was more dominant from the other strategies because this strategy was easier to apply by the lecturers.

In classroom activity sometimes the students met difficulties, like: the student difficult to said something or answered the exercises. Based on observation, the lecturers help the student to think about something what should the student said. This strategy was very good to make the students feel being helped by the lecturers. But in fact not all of the lecturers

used this strategy; it can be seen from the frequency found 8 (4.8%). In last item, the researcher found that there were 13 (8%) of the lecturers used this strategy to treat the participants as individuals. The lecturers gave the students opportunity to share information with each other. It can increase verbal interaction in classroom activity for the students because they can change their ideas, may indirectly increase students' knowledge in their learning (Herrel: 2004). Basically this strategy was very good to be applied by lecturers in teaching learning process.

Maintaining the Self-Esteem of Learners

Maintaining the self-esteem of learners was more dominant than the other strategies; it can be seen from the percentage (25.4%). This strategy was very good to be applied by lecturers in creating a healthy learning environment because it can make students more spirit and confidence, so can create the students' motivation in teaching learning process (Sullivan:2003).

Giving practices is used as instrument to show students' ability in learning English. Based on Harris's theory (2010), giving practice for the students will make motivate for the students to do the best in their performance. From the observation, the researcher knew this strategy is used by the lecturers to show students' ability, so this strategy was very effective to use in teaching class. The researcher found this strategy in speaking, pronunciation practice, grammar, and reading classes. However, not all the lecturers used this strategy because this strategy must suitable with the subject of material. This strategy researcher found the frequent 8 or 4.8%.

Provide corrective feedback is not easy to do, but in observation of researcher found 13 (8%), it means that all of the lecturers used this strategy. In teaching and learning activities of students always have difficulties and mistakes in speaking or anything, so teachers have to justify the students' mistakes rather than remain silent or blame the students. Basically this strategy was very effective to use by the lecturer to create positive learning (Sullivan: 2003). It is hoped that the students will not be afraid to do mistakes and the class more active and the conducive classroom climate is created.

Third strategy, the researcher found that there was 8 (4.8%) of the lecturers used this

strategy. The lecturers gave exercises to their students to measure students' ability in their subject and to motivate the student in learning (Harris: 2010). This strategy was easy to use by lecturers but not all of the lecturers used this strategy. Usually lecturers give exercise after students understand the material and the material itself has run out, so it does not have to provide exercise at each meeting. And then to create positive classroom learning, lecturers must have effective strategies one of which is to give value and respect what students say and think. His observation in the classroom researcher found just some lecturers used this strategy. These can be seen from the frequency; only 13 or (8%) lecturers used this strategy. Actually, this strategy was more difficult than other strategies because it requires the active class. So this strategy is not easily implemented by teachers in the classroom.

Creating a Positive Physical and Emotional Atmosphere

Healthy classroom environment does not just happen but the lecturer creates it, one of which is create a positive physical and emotional atmosphere. In leading students by example, the researcher found that this strategy was used 4 times or (2.4%). It indicated that this strategy was used by few lecturers. This strategy was easy but many of the lecturers ignored it. It assumed that the lecturers do not have enough time to their lesson, in fact giving example needs much time to do. Whereas, based on Ktashuk (2007) leading the student by example could create positive physical and emotional atmosphere in classroom.

In beginning the lesson in the classroom with greeting, all of the lecturers used this strategy before they started the lesson, for example by saying the "Assalamu'allaikum,wr,wb" , "praying before the study begins", and so on. From observation the researcher found 13 (8%) of the lecturers used this strategy to create a positive physical and emotional atmosphere. So this strategy suitable with Ktashuk's theory that it was very affective to use by the lecturers in creating a healthy learning environment. In his observation the researcher found that all of the lecturers used this strategy.

Giving students a smile and a personal welcome was very affective used by the lecturers to create a positive physical and emotional atmosphere (Ktashuk 2007). In his

observation the researcher found 11 or (6.7%) lectures used this. It indicated this strategy was very easy but not all of the lecturers used this strategy. There are the factors why the lecturers didn't use this strategy. The first, lecturers' characters, there are the lecturer has the sinister face, so automatically the lecturer is seldom to give the smile for their student. The fourth health factors, in observation researcher found that are the lecturer was sick, so she can't give the personal welcome with their students.

Organize the classroom was seldom appears used by lecturers. The researcher just found 3 (1.8%) of the lecturers used this strategy to create the physical environment of the classroom (Brown: 2004). Several factors that make lecturers rarely use this strategy are time factor, many lecturers who use the time effectively as possible, and to teach racing system because the pursuit of material. Fourth, a lecturer habit itself. Whereas in creating a healthy learning environment this strategy was very effective strategy to do a lecturer to make learning and teaching to be comfortable for students.

Creating a Positive Classroom Discipline System

Creating a positive classroom discipline system was very important in the class in order to make the student more be active, felt fairly and reduce them to do cheating (Brown; 1994). Allow students to help set classroom, researcher found 4 or (2.4%) of lecturers used this strategy, it indicated that just some lecturers used this strategy. In classroom researcher found that the lecturer set the classroom if the classroom was not neat. So this strategy is highly dependent on the conditions of class. Based on Ktashuk's theory allow students to help set classroom is one strategy in creating a positive classroom discipline system. And then, stick to the rules and fairly, This strategy was less than the other strategies. It indicated by the researcher found in his observation that the frequent 2 with percentage (1.2%). This strategy usually used by the lecturers in first time in teaching learning process. Whereas the researcher was difficult found this strategy. But the others lecturer there was still used this strategy after mid semester.

Integrate correct behavior and accountability instruction is good strategy used by the lecturers for their students (Ktashuk: 2007). As lecturers, they must have the correct

behavior and authority in front of the students. This strategy was very effective for lecturers because from the lecturers' behavior and authority the student will be appreciate and respect with the lecturers. In observation researcher found frequent **13** with percentage (8%). So, all of the lecturers have shown this strategy in their teaching.

Based on Brown (2003), disciplines students privately is one strategy where the lecturers pay attention to all students gets a lesson from the beginning until the end of theclass. But in observation this strategy was used by some lecturers. It is suitable with the result that found frequent **3** with percentage (1.8%). This strategy was very difficult to be used by the lecturers. This strategy influenced by the students, for example, many students came late in classroom, and many of them make some noise in the classroom.

From all of the items above, there are imbalances, because they have a very small number of strategies applied by the lecturers, there are: 1. Stick to the rules and fairly (1.2%), 2. Organize the classroom neatly and methodically (1.8%), and 3. Discipline students privately (1.8%). It is hoped that the lecturers should give this strategies for the students to create a healthy learning environment, because based on ktashuk (2007) it can make the teaching learning more comfortable for the students and more successful in the classroom.

IV. Conclusion and Suggestions

A. Conclusion

Based on the discussion above, it can be concluded that the strategies used by English lecturers who taught at the 4th semester in English study program to create a healthy learning environment for students in classroom were five strategies. They were, providing positive feedback 29 (17.7%), treating the participants as individuals 40 (24.4%), maintaining the self-esteem of learners 42 (25.6%), creating a positive physical and emotional atmosphere 31 (18.9%) and creating a positive classroom discipline system 22 (13.4%).

B. Suggestion

1. The lecturers should give the motivation for their students, for instances giving the

praise, positive responses, use the students name and so on. Because from this strategy can motivate the students in learning English.

2. The lecturers are supposed to organize the classroom neatly and methodically, stick to the rules and fairly and discipline students privately, because it can make the students more comfortable, feel fairly and reduce them to do cheating.
3. Then the lecturers are also hoped to be able to create a positive physical and emotional atmosphere. Besides they are also hoped to be able to create a positive classroom discipline system, so can create a healthy learning environment for students success in classroom.
4. For students. The students must have their own motivation and enthusiasm in learning English to make English easier and comfortable for them because the students' motivation and enthusiasm are very important to create a healthy learning environment and also as a foundation for everyone in learning

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