OPTIMIZATION OF TEACHERS' VERBAL COMMUNICATION RHETORIC IN IMPROVING THE QUALITY OF EDUCATION SERVICES

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ABSTRACT

Objective: This study aims to explore the important role of teachers' verbal communication in improving the quality of educational services and creating a conducive learning environment.

Methods: Using a blended research design with a sequential exploratory approach, this study investigates how effective verbal communication from teachers can create interactive and motivating learning environments. Qualitative data from interviews and quantitative data from observations were analyzed to assess the impact of teachers' communication practices.

Research Findings and Discussion: This research reveals that effective verbal communication, including stylistic variations and constructive feedback, significantly contributes to student engagement, understanding, and academic achievement. These findings underscore the importance of refining teachers' communication skills to improve the overall quality of education services in the secondary school context.

Research Implications: The implication of this research is the need for further attention to teacher verbal communication skills training and development to improve student learning experience and overall quality of educational services.

Originality/Value: This study contributes by highlighting the important role of teachers' verbal communication in the context of secondary education, as well as emphasizing the need for attention to the development of teachers' communication skills in order to improve the effectiveness of educational services.

Keywords: Rhetoric, Verbal Communication, Quality of Service, Education.

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RESUMO

Objetivo: Este estudo visa explorar o importante papel da comunicação verbal dos professores na melhoria da qualidade dos serviços educacionais e na criação de um ambiente de aprendizagem propício.

Métodos: Utilizando um projeto de pesquisa misto com uma abordagem exploratória sequencial, este estudo investiga como a comunicação verbal eficaz dos professores pode criar ambientes de aprendizagem interativos e motivadores. Dados qualitativos de entrevistas e dados quantitativos de observações foram analisados para avaliar o impacto das práticas de comunicação dos professores.

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Optimization of Teachers’ Verbal Communication Rhetoric in Improving the Quality of Education Services

Resultados da pesquisa e discussão: Esta pesquisa revela que a comunicação verbal eficaz, incluindo variações estilísticas e feedback construtivo, contribui significativamente para o envolvimento, a compreensão e o desempenho acadêmico dos alunos. Estas conclusões sublinham a importância de aperfeiçoar as competências de comunicação dos professores para melhorar a qualidade global dos serviços educativos no contexto do ensino secundário.

Implicações da pesquisa: A implicação desta pesquisa é a necessidade de maior atenção ao treinamento e desenvolvimento de habilidades de comunicação verbal dos professores para melhorar a experiência de aprendizagem dos alunos e a qualidade geral dos serviços educacionais.

Originalidade/Valor: Este estudo contribui ao destacar o importante papel da comunicação verbal dos professores no contexto do ensino secundário, bem como enfatizar a necessidade de atenção ao desenvolvimento das competências de comunicação dos professores, a fim de melhorar a eficácia dos serviços educativos.

Palavras-chave: Retórica, Comunicação Verbal, Qualidade de Serviço, Educação.

OPTIMIZACIÓN DE LA RETÓRICA DE COMUNICACIÓN VERBAL DE LOS DOCENTES PARA MEJORAR LA CALIDAD DE LOS SERVICIOS EDUCATIVOS

RESUMEN

Objetivo: Este estudio tiene como objetivo explorar el importante papel de la comunicación verbal de los docentes para mejorar la calidad de los servicios educativos y crear un entorno propicio para el aprendizaje.

Métodos: Utilizando un diseño de investigación combinado con un enfoque exploratorio secuencial, este estudio investiga cómo la comunicación verbal efectiva de los docentes puede crear entornos de aprendizaje interactivos y motivadores. Se analizaron datos cualitativos de entrevistas y datos cuantitativos de observaciones para evaluar el impacto de las prácticas de comunicación de los docentes.

Hallazgos y discusión de la investigación: Esta investigación revela que la comunicación verbal efectiva, incluidas las variaciones estilísticas y la retroalimentación constructiva, contribuye significativamente a la participación, la comprensión y el rendimiento académico de los estudiantes. Estos hallazgos subrayan la importancia de perfeccionar las habilidades comunicativas de los docentes para mejorar la calidad general de los servicios educativos en el contexto de la escuela secundaria.

Implicaciones de la investigación: La implicación de esta investigación es la necesidad de prestar más atención a la capacitación y el desarrollo de las habilidades de comunicación verbal de los docentes para mejorar la experiencia de aprendizaje de los estudiantes y la calidad general de los servicios educativos.

Originalidad/Valor: Este estudio contribuye destacando el importante papel de la comunicación verbal de los docentes en el contexto de la educación secundaria, así como enfatizando la necesidad de prestar atención al desarrollo de las habilidades comunicativas de los docentes para mejorar la efectividad de los servicios educativos.

Palabras clave: Retórica, Comunicación Verbal, Calidad de Servicio, Educación.

Palabras clave: Alimentación, Cocina, Gastronomía Cultural, Patrimonio Cultural Inmaterial.

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1 INTRODUCTION

Verbal communication between teachers and learners in the context of education has a very important role in influencing the effectiveness of learning and the quality of educational services provided to learners (van Atteveldt & Peng, 2018). The rhetoric of teacher verbal communication in learning is an interesting thing to study because it has great potential to improve the quality of service to students (Buck & VanLear, 2002). Verbal communication rhetoric is a study related to the effective and persuasive use of language to achieve certain communication goals. In this context, the role of teachers as the main communicator in the learning environment is very significant (Rani et al., 2020). One of the key aspects in strengthening the teacher-student relationship and improving the effectiveness of learning is through verbal communication. The teacher's verbal communication is not only a means to convey the subject matter but also influences how students receive and respond to the information (Istiqomah et al., 2023).

In developing the rhetoric of verbal communication of teachers, certain aspects need to be carefully considered (Alam & Uddin, 2013). One of them is the teacher's ability to convey information clearly and interestingly so that students can more easily understand the subject matter (Walshaw & Anthony, 2008). In addition, teacher sensitivity to the needs and individual learning styles of learners is also an important element in creating effective communication. Teachers who can use language persuasively can create a classroom environment that motivates learners to actively participate in the learning process (Heaslip et al., 2014; Leung, 2005). In other words, the rhetoric of verbal communication of teachers is not only concerned with the clarity of information delivery but also the ability to stimulate the interest and involvement of learners in the teaching and learning process.

In this regard, the eight basic competencies of teaching teachers provide a comprehensive framework for understanding the essential elements of the learning process (Dunbar et al., 2006; Gilakjani, 2012). These competencies include teachers' ability to plan learning, manage classes, provide effective instruction, create an inclusive learning environment, provide constructive feedback, manage student behavior, collaborate with colleagues, and reflect on teaching practices (Alenezi, 2020; Xie & Derakhshan, 2021). In the context of improving the quality of educational services, optimizing the rhetoric of verbal communication of teachers becomes very important. Effective verbal communication rhetoric includes not only the use of appropriate words, but also attention to communication style, and intonation, as well as the ability to capture students' attention and maintain interest during the
learning process (Webb, 2009). Therefore, a deep understanding of how the eight basic competencies of teaching teachers play a role in improving the quality of educational services through the optimization of verbal communication rhetoric becomes an urgent need. In this context, this study aims to explore the relationship between the eight basic competencies of teaching teachers and efforts to improve the quality of their verbal communication in an educational context.

Faced with evolving educational dynamics, it is important to continuously evaluate and improve teachers' verbal communication rhetoric as part of a general strategy to improve the quality of educational services (Abdel Meguid & Collins, 2017). Therefore, research and development of teacher communication competencies need to be emphasized as a proactive step to ensure that teacher-learner interaction not only meets educational standards but is also able to create an inspiring learning environment and support the integral development of learners (Garosi et al., 2020; Yang, 2009). In the context of the problem of improving the quality of student services, teacher-teaching competence plays a key role. Through the implementation of communication strategies and practices, teachers can more effectively deliver learning materials, facilitate meaningful discussions, and ask questions that stimulate learners' critical thinking (Valenzeno et al., 2003).

2 THEORETICAL FRAMEWORK

In the pursuit of enhancing the quality of educational services, optimizing teachers' verbal communication rhetoric emerges as a critical avenue for exploration. Effective communication lies at the core of the teaching-learning process, profoundly influencing students' engagement, comprehension, and overall academic performance. This literature review aims to delve into existing research surrounding the optimization of teachers' verbal communication rhetoric and its impact on educational outcomes. Verbal communication serves as the primary mode through which teachers convey information, elucidate concepts, and cultivate meaningful interactions within the classroom environment. Studies by Vygotsky & Cole, (1978) underscore the significance of language in cognitive development, emphasizing its role in scaffolding learning processes and facilitating knowledge construction. Moreover, Simon & Alouini, (2004) highlights the substantial effect size associated with teacher-student interactions, suggesting that effective verbal communication significantly influences student achievement.
Effective verbal communication encompasses various elements, including clarity, coherence, enthusiasm, and adaptability. Clear and concise explanations aid comprehension, while coherent delivery enhances retention and conceptual understanding (AlShaikh et al., 2024). Furthermore, teachers' enthusiasm and passion for their subject matter can foster student engagement and intrinsic motivation (Gaspard & Lauermann, 2021). Adaptability in communication style enables teachers to cater to diverse learning needs and preferences, thereby promoting inclusivity and accessibility (McLoughlin, 2001). Several strategies have been proposed to optimize teachers' verbal communication rhetoric and enhance its efficacy within educational settings. Peer coaching and feedback mechanisms provide opportunities for professional development and self-reflection, enabling educators to refine their communication skills (Chun et al., 2016). Additionally, the integration of multimedia resources and instructional technologies can augment traditional verbal communication methods, offering diverse modalities for content delivery and student engagement.

The optimization of teachers' verbal communication rhetoric has been associated with various positive educational outcomes, including improved academic performance, enhanced student satisfaction, and heightened engagement. Research by Stronge et al., (2011) indicates a significant correlation between effective teacher communication practices and student achievement gains. Moreover, studies exploring student perceptions of teaching quality consistently identify clear communication and interpersonal rapport as key determinants of instructional effectiveness (Xie & Derakhshan, 2021). Despite its evident benefits, optimizing teachers' verbal communication rhetoric presents challenges and considerations that warrant attention. Factors such as linguistic diversity, cultural nuances, and individual differences in learning styles necessitate a nuanced approach to communication optimization (Alshuraiaan, 2023). Moreover, the integration of technology-mediated communication modalities requires careful consideration of accessibility, equity, and digital literacy concerns (Warschauer & Matuchniak, 2010).

In conclusion, the optimization of teachers' verbal communication rhetoric represents a pivotal domain for improving the quality of education services. By emphasizing clarity, coherence, adaptability, and enthusiasm in communication practices, educators can foster engaging learning environments conducive to student success. Future research endeavors should continue to explore innovative strategies for enhancing teachers' communication efficacy and elucidating its multifaceted impact on educational outcomes.
3 METHODOLOGY

The mixed method approach in this study is carried out with a sequential mixed methods type strategy, by Creswell (2009) stated that sequential mixed methods have a procedure where researchers try to elaborate or expand the findings that have been found with one method with another method.

3.1 QUALITATIVE LEVEL

3.1.1 Sample Selection

The sampling technique in this study is the tendency to choose informants who are considered to know and be trustworthy and know the problem in depth. This research uses purposive sampling techniques, with samples that are sources who are considered to have a wealth of knowledge and information about phenomena and events that occur in the place of research in depth. As for the sample of students, nine classes were selected as samples with the consideration that the eleventh grade of high school which has just entered the second semester of the new school year is considered to still need time to adapt to the treatment given by the school, and class XII of high school which is busy with Final School Exams, enrichment and other activities. The sample in this study was Indonesian teachers from four selected schools in Central Java, Indonesia, as many as eight teachers and eleventh-grade high school students with a total of 418 students.

3.1.2 Data Collection and Analysis

Semi-structural interviews with selected teachers have been conducted to explore their experiences in teaching and the use of verbal communication rhetoric, along with classroom observations to observe first and the verbal interaction between teachers and students and the communication styles used. In this study, observations are made to get an accurate picture or data about the actual state of the research subject, therefore the researcher makes observations or observations directly into the field. Data analysis was conducted with interviews and observation notes to identify patterns in teachers' use of verbal communication rhetoric. Thematic coding to extract relevant information about the eight basic competencies of teaching teachers in the context of verbal communication.
3.2 QUANTITATIVE LEVEL

3.2.1 Instrument Development

Based on the findings from the qualitative stage, it was continued by designing a questionnaire to measure the level of application of eight basic competencies of teaching teachers in verbal communication. Instrument validation through prate trials and corrections based on feedback. Instrument validity is determined based on the results of content validity including material, construction, and language. Testing the validity of the instrument is carried out using the opinions of experts. An instrument is said to be valid if the average overall validation score is valid and an instrument is said to be invalid if the average score is in the invalid category. Research instrument assessment data from experts are also analyzed with Aiken's formula (Aiken, 1980).

3.2.2 Data Analysis

Quantitative data processing uses descriptive statistical techniques to evaluate the level of application of eight basic competencies of teaching teachers in verbal communication. The next step is to compare findings from both stages to gain a more comprehensive understanding of the relationship between teachers' basic teaching competencies and verbal communication rhetoric. Identifying patterns and findings that support or contradict qualitative and quantitative data is also done as a process of initial data interpretation. After that, a discussion was held on the implications of the findings on efforts to optimize the rhetoric of verbal communication of teachers in improving the quality of education services, as well as formulating recommendations and suggestions based on combined findings to support the development of more effective education policies and practices.

4 RESULTS AND DISCUSSIONS

This study aims to analyze the rhetoric of verbal communication of teachers in improving quality education services, focusing on eight basic skills of teaching teachers. The results of this study provide a deep understanding of how teachers use verbal communication rhetoric in various aspects, including accuracy of use of words, readability and clarity, stylistic accuracy, intonation and tone of voice, audience engagement, articulation ability, and
pronunciation. Analysis of teachers' verbal communication rhetoric illustrates the importance of communication skills in improving education quality services (Berkhof et al., 2011). These findings can form the basis for the development of teacher training programs that are more effective in improving teachers' communication skills, thus having a positive impact on student learning and overall quality service improvement.

There are several important findings based on qualitative data analysis of interviews and observations from rhetorical analysis of teachers' verbal communication. Important findings from the rhetorical analysis of teacher verbal communication include tendencies in the use of language appropriate to the level of understanding of students, the ability of teachers to explain complex concepts in the right words, and the adaptation of teacher language to the learning context that has a positive impact on student engagement in the learning process. It is briefly presented in Table 1.

**Table 1**

**Findings of Teacher Verbal Communication Rhetoric in Learning**

<table>
<thead>
<tr>
<th>Judgment Rhetoric of Verbal Communication</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of the Use of Words</td>
<td>1. Word Selection According to Student Comprehension Level Teachers tend to use words that are appropriate to the student's level of understanding and learning context.</td>
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<td></td>
<td>2. Choosing the Right Words to Explain Complicated Concepts Teachers consciously use the right words to explain complex concepts.</td>
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<td></td>
<td>3. Consistency in the Use of Terms Some teachers show consistency in the use of specific terms relating to specific subjects.</td>
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<td></td>
<td>4. Language Adaptation to Learning Context Teachers are able to adapt their language to the learning context. They use language that is relevant to the topics discussed and situations that occur in class, thus building a better relationship with students.</td>
</tr>
<tr>
<td>Readability and Clarity</td>
<td>1. Readability of Learning Materials Most teachers are able to convey material clearly and structured.</td>
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<td></td>
<td>2. Explanatory Clarity Findings from interviews with teachers suggest that explanatory rigidity becomes a determining factor in the readability of the material.</td>
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<tr>
<td></td>
<td>3. Use of Relevant Examples Some teachers manage to improve the readability of the material by illustrating complex concepts through examples relevant to students' daily lives.</td>
</tr>
<tr>
<td>Language Style Accuracy</td>
<td>1. Compliance with Communication Needs in the Classroom Teachers have a variety of language styles, but they all suit the communication needs of the classroom. They use language that is familiar and easy for students to understand.</td>
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<td></td>
<td>2. Variations in Material Delivery Teachers who manage to attract students' attention tend to use variations in their language style.</td>
</tr>
<tr>
<td></td>
<td>3. Respect for Student Language Diversity The importance of appreciating students' linguistic diversity is reflected in the teacher's language style.</td>
</tr>
</tbody>
</table>
Optimization of Teachers' Verbal Communication Rhetoric in Improving the Quality of Education Services

Important findings from the rhetorical analysis of teacher verbal communication include tendencies in the use of language appropriate to the level of understanding of students, the ability of teachers to explain complex concepts in the right words, and the adaptation of teacher language to the learning context that has a positive impact on student engagement in the learning process. Readability and clarity in a teacher's verbal communication have a significant impact on learning effectiveness. Teachers need to keep their delivery clear and understandable to students, paying attention to sentence structure, rigidity of explanations, and use of relevant examples.

The correctness of the teacher's language style has a significant impact on the effectiveness of communication in the classroom. Teachers need to pay attention to the suitability of their language style to the needs of communication in the classroom, as well as develop creativity in the delivery of material without forgetting the principles of politeness and language justice (Heaslip et al., 2014). The intonation and tone of voice of the teacher have an important role in verbal communication in the classroom. Teachers need to be aware of its influence on student interest and understanding and develop the ability to use varied, expressive, consistent, and clear intonation in the delivery of learning material.
Audience engagement in learning is influenced by a variety of factors, including the use of open-ended questions, teacher responsiveness to student responses, and the use of interactive techniques (Abdel Meguid & Collins, 2017; Heaslip et al., 2014; Rani et al., 2020). Teachers need to pay attention to these strategies in designing learning that is oriented towards student engagement and improving the effectiveness of verbal communication in the classroom. Teachers' articulation and pronunciation abilities have a significant impact on the effectiveness of verbal communication in the classroom (Heaslip et al., 2014). Teachers need to pay attention and continue to improve this ability in order to deliver learning materials more effectively and form a good language model for students.

The Ministry of National Education as quoted by Mulyasa, emphasized that quality improvement includes educational inputs, processes, and outputs. Educational input is something that must be available because it is needed for a process to take place (Lee et al., 2000). While the process of education is the change of something into something else. Educational output is school performance, that is, achievements resulting from school processes and behavior. Therefore, quality in the world of education can be stated to prioritize the existence of students.

Improving the quality of student services in this study is based on eight basic teacher-teaching competencies. Improving the quality of student services based on eight basic teacher-teaching competencies requires a holistic and planned approach. With a comprehensive and sustainable approach, improving the quality of student services based on basic teacher-teaching competencies can be achieved effectively and sustainably. In summary, the rhetorical achievements of teacher verbal communication in learning to improve the quality of student services are presented in Figure 1.
Optimization of Teachers' Verbal Communication Rhetoric in Improving the Quality of Education Services

Figure 1

Rhetoric of verbal communication of teachers in learning to improve the quality of student services

By paying attention to these aspects of input, process, and output, the overall picture of how teachers' verbal communication in learning can contribute to improving the quality of student services becomes clearer and more structured. In the context of improving the quality of educational services, verbal communication of teachers in the learning process is not only a tool to convey information, but also a strong foundation for effective interaction between teachers and students. The input aspect of a teacher's verbal communication involves the use of eight basic teaching competencies as a key framework. Teachers who have a deep understanding of how to plan lessons, manage classes, provide effective instruction, create inclusive learning environments, provide constructive feedback, manage student behavior, collaborate with colleagues, and reflect on teaching practices, can have a positive impact on the learning process.

Furthermore, the teacher's verbal communication process integrates these competencies in daily interactions with students. Teachers who are able to communicate course material clearly, manage classes efficiently, provide feedback that supports student development, and collaborate with colleagues in developing innovative teaching strategies, will create a dynamic learning environment and support students' academic and social growth. Finally, the output of the teacher's verbal communication is the improvement of the quality of educational services. Through skillful and effective verbal communication rhetoric, teachers can motivate students, increase participation in learning, and create meaningful learning experiences for each...
individual (Dunbar et al., 2006). Thus, the teacher's verbal communication contribution is not only limited to understanding the subject matter, but also to the development of social, critical, and creative skills necessary to face future challenges. By paying attention to these aspects of input, process, and output, the picture of how teachers' verbal communication in learning can contribute to improving the quality of student services becomes clearer and more structured.

**Figure 2**

*Model for Achievement of Basic Teacher Teaching Skills*

Figure 2. Explain the achievement of basic teacher teaching competencies in improving the quality of educational services. The picture of the achievement of basic teacher teaching competencies in improving the quality of educational services reflects a complex but crucial process in the formation of an effective learning environment. When teachers successfully implement basic teaching competencies well, the results cover various aspects that support the improvement of the quality of educational services.

First of all, through the application of basic teaching competencies, teachers are able to design learning that is relevant and in accordance with student needs. By planning structured and varied learning, teachers can maximize students' learning experience and facilitate a deep understanding of the subject matter. Furthermore, the teacher's ability to manage the classroom and create an inclusive learning environment contributes to the creation of a conducive atmosphere for learning. By creating a safe, comfortable, and inspiring classroom climate,
teachers can encourage active student participation and minimize distractions that can hinder the learning process (Chun et al., 2016).

In addition, effective instruction from teachers plays an important role in improving the quality of educational services. Teachers who are able to convey the subject matter clearly, adapt teaching methods to student learning styles, and provide appropriate support to each individual, will have a positive impact on students' understanding and academic achievement (Abdel Meguid & Collins, 2017). Last but not least, teachers who are able to provide constructive feedback and manage student behavior wisely can create a responsive learning environment and facilitate students' personal and academic growth.

The ability of teachers to collaborate with colleagues is also an important factor in improving the quality of education services (Makhoul, 2019). Through close collaboration with fellow teachers and other education stakeholders, teachers can support each other, exchange experiences, and develop best practices that support comprehensive learning goals. Finally, reflection on teaching practices is an important step in the cycle of improving the quality of education services. Teachers who regularly reflect on their teaching experiences, evaluate successes and challenges, and improve their practices based on lessons learned from previous experiences, will continue to grow and provide increasingly quality educational services for students (Sahlberg, 2007).

Thus, the achievement of basic teacher teaching competencies not only impacts the learning experience of students directly, but also broadly affects the quality of education services as a whole. The percentage of achievement of teacher verbal communication rhetoric in improving the quality of education in the context of eight teacher teaching competencies is presented in Figure 3.
The highest teaching competence is in the competence providing variation in Learning with a percentage of 76.2 and is on the very good criteria. As for the lowest percentage is on the competence of giving questions to learners. It is important to highlight that although competence providing variation in learning was ranked highest with a percentage of 76.2 and was rated as an excellent criterion, the low percentage of competence in providing questions to learners indicates an area that requires special attention. This competency plays an important role in improving interaction between teachers and students and triggering critical and reflective thinking in students. Therefore, action needs to be taken to improve the application of these competencies in order to support more effective and sustainable learning. Steps taken to improve these competencies may include additional training for teachers, development of teaching strategies focused on asking challenging questions, as well as the application of structured feedback to improve teacher teaching practices in this regard. Thus, increasing the application of competencies to provide questions to students can be an important step in efforts to improve the quality of education services as a whole.

5 DISCUSSION

The results of the study provide valuable insights into teachers' verbal communication practices in learning to improve the quality of educational services for students. These findings
can form the basis for the development of more effective learning strategies, more focused teacher training, as well as more learner-oriented education policies. By continuing to develop and strengthen effective verbal communication practices, it is expected to create a more dynamic, inclusive, and supportive learning environment for students in achieving their potential optimally (Zins et al., 2007). The discussion of the results of the research can be related to eight teacher teaching competencies that play an important role in improving the quality of student services. First, the ability to open lessons by organizing and guiding learning can be linked to learning planning competencies. Teachers who are able to organize and guide learning well will be able to plan learning according to the needs of students, identify learning objectives, and develop appropriate strategies to achieve them (Bonaccio et al., 2016; King et al., 2019).

Second, the creation of a pleasant atmosphere in learning is closely related to the competence of creating a conducive classroom climate. Teachers who are able to create a pleasant atmosphere will encourage motivation and involvement of students in the learning process, thereby increasing learning effectiveness (van Atteveldt &; Peng, 2018). Then, the ability to spread the opportunity to participate in small group discussions can be linked to competence in managing classroom interactions. Teachers who can facilitate the active participation of all learners will create an inclusive classroom environment and encourage collaboration between learners (Lakkala et al., 2021). Furthermore, the ability to analyze learners' views in small group discussions can be associated with learners' listening and response competencies (Baram-Tsabari &; Lewenstein, 2017). Teachers who are able to listen well and respond appropriately to the views of learners will build strong relationships and mutual respect, thus facilitating a more effective learning process. However, the results also show the potential to improve competence in some areas, such as the use of reinforcement in verbal communication. Teachers who are able to strengthen students effectively will be able to strengthen the relationship between teachers and students, increase learning motivation, and reduce the level of anxiety or tension in the classroom (Asif et al., 2013; Bonaccio et al., 2016).

Thus, the results of this study provide an in-depth view of how teachers' verbal communication practices in learning can be linked to various teacher-teaching competencies needed to improve the quality of educational services for students (Baram-Tsabari &; Lewenstein, 2017). The integration of the results of this research with an understanding of teacher teaching competence can provide a solid foundation for teacher professional development, increased learning effectiveness, and improved overall quality of educational services.
6 CONCLUSION

This research provides a deep understanding of the important role of teachers’ verbal communication in improving the quality of educational services, focusing on eight basic teaching competencies. From the results of the study, it can be concluded that teachers' verbal communication plays a crucial role in shaping an effective learning environment and supporting student growth. First of all, competence provides variety in learning standing out as the most important aspect contributing to improving the quality of educational services. The teacher's ability to present the subject matter in diverse and interesting methods allows students to be actively involved in the learning process, thereby increasing their understanding of the material.

Nevertheless, it should be recognized that the competence of asking questions to learners shows a low percentage rate, highlighting the presence of areas that require special attention in teaching practice. An emphasis on asking questions that encourage critical and reflective thinking in students can be a major focus in efforts to improve interaction between teachers and students and increase learning effectiveness. Through additional training, development of innovative teaching strategies, and implementation of structured feedback, teachers can improve the application of these competencies and overall improve the quality of educational services. This will help create a dynamic, inclusive learning environment and motivate students to reach their maximum potential.

Thus, the optimization of the rhetoric of verbal communication of teachers in the context of the eight basic competencies of teaching leads not only to an increase in the understanding of the subject matter, but also to the development of social, critical and creative skills necessary for the future success of students. Therefore, this research makes a valuable contribution in the understanding and improvement of student-oriented and sustainable teaching practices.

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