TEACHER COMMUNICATION PATTERN IN ENGLISH LEARNING PROCESS AS FOREIGN LANGUAGE IN SENIOR HIGH SCHOOL

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Teacher Communication Pattern in English Learning Process as Foreign Language in Senior High School

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Abstract. **Communication pattern is important to succeed in the teaching-learning process in English class. There are three main concerns related to the communication pattern in teaching English. Namely to convey the message to the students, to negotiate meaning with students and to handle with the student error. This study aims at answering the question about the three concerns. The qualitative approach is used to carry out the study. The data collection method used here is observation and interview. The source of data is a qualified teacher with appropriate requirements and the students that join the teaching-learning process. The result of the study reveals that there are communication patterns the teacher uses to convey messages. There are also various communication Patterns teacher uses to negotiate meaning with students as well as as the communication pattern teacher uses to handle errors made by students. Recommendations are made to English teachers to use appropriate communication pattern for improving the quality of the teaching-learning process in English subject.**

Keywords: communication pattern, conveying a message, negotiate meaning, error.

INTRODUCTION

The process of learning English has become a serious concern for the Indonesian country as it has been regulated in the 2013 Curriculum (K13) to be exact it is listed in Permendikbud no. 020, 021, 022, 023, and 024 in 2016 which is the latest revision of several 2013 curriculum texts that have been published [1] - [5]. A lot of factors need to consider when learning English; these cover the learning goals, process, and teachers. Each of the factors carries some components which in turn determine the effectiveness of the learning. Koc stated that being an effective teacher, one can maintain the classroom and the students' behaviors during the class through effective use of instructions [6]. In this context, being a good communicator is the key.

Choosing the form of communication patterns of the English language learning process is to provide an ideal model of effective communication when teaching English. There have not been any ideal models on what

teachers should do to create ideal interaction patterns in the learning process of English. Teachers are required to facilitate and create conditions to enable students to use English effectively in order to improve their communication skills. Both in the curriculum and instruction emphasizes need to be made in terms of contextualization, meaning-making and the use of language learned to provide students with a variety of language use where communication will be held in different contexts. Through this, learners are promoted to communicate and integrate their four language skills to allow them to think naturally [7]. Real communication occurs when students interact with other people including teachers and students. How real it is, it depends on the activities they do [8]. In this case, Brown states as in Krashen's input hypothesis law, for language acquisition to occur students must receive comprehensible input through direct reading and listening [9]. Communication patterns that are often used by teachers include 2 main things, verbal and non-verbal. If the teacher uses both, it is likely that her communication goal will be successful. Len [10] mentioned that it is possible for teachers to have a different form of communication with the learners during classroom activities.

Some experts set standard steps of communication patterns in the learning process of English. The standards cover interaction which often appears and is behavior representing a good pattern of communication in the class of English as a foreign language (TEFL). These matters concern; communication patterns used by teachers to convey messages to students, to negotiate meaning with students, and to handle errors made by students in English classes.

In conveying messages to students, a teacher uses signals and combinations of signals, including words and sentences. Hatch mentions 5 models of verbal communication and 6 models of non-verbal communication in the context of interpersonal communication [11]. The verbal communication includes some signals; channel open/close, backchannel, turnover, bracket, and preempt signals. Whereas the non-verbal communications are kinesics, proxemics, haptics (use of touch), vocalics (use of voice), chronemics (use of time), and artifacts (use of object).

Communication pattern to negotiate meaning is very important since the process of learning and

teaching. To achieve perfect learning goals, an effective way is needed. Lyster states [12] there are several basic communication patterns to be used to negotiate meaning which usually occurs in English class namely the use of body language, input modifications, clarification request, repetition, metalinguistic clues, and elicitation.

In the teaching and learning process, errors students made also one of the concerns the teacher needs to cope with. Teachers need to have a precise respond toward the students' errors so that it will not cause problems in the teaching and learning process. Brown [9] has put forward a theory of how teachers could handle the students' mistakes. In theory, the teacher should have well-planned steps to succeed in coping with the mistakes. They are; models correct form, repeat faulty form, prompts correct form, explain correct form, restate question/ prompts, tell students the way to say. As suggested also in the research done by Göksoy [13] in teachers candidates' communication skills, teachers need to be aware of their body language. However, more importantly, teachers need to identify the types of errors the students made before taking any actions.

The facts mentioned above inspire the writers to make a research about communication pattern in English teaching. The research questions to investigate are as follows: What Communication Patterns do the teacher use to convey messages to students in English classes? What Communication Patterns does the teacher use to negotiate meaning with students in English classes? and what Communication Pattern do teachers use to handle errors made by students in English classes?

METHOD

This study intends to intensively look at the patterns used by the teacher during the teaching and learning process which cover ways of conveying messages to the students, negotiating meaning and handling errors made by the students in EFL class.

The data are in the form of communication patterns carried out by the teacher during the learning process. The data in this study are in the form of recording conversations and behavior of the teacher during the teaching and learning process and the conversation of students while carrying out the teaching and learning process at SMAN 2 Jember.

The primary data source from this study is an English language teacher at SMAN 2 Jember. The researcher takes a teacher to find in-depth information about the communication patterns used in the teaching and learning process. Secondary data sources used are students who study English in class XII.

The main instrument of data collection is the researchers [14]. By using the researchers as the main instrument, it will be advantageous for human researchers will be more responsive and adaptive, able to understand the entire context of the selected data required.

The validity of the data is determined using credibility criteria which are obtained by extending observation and triangulation.

Data analysis was carried out based on the procedure suggested by Miles and Huberman [14] which has several activities including data reduction, data display, and conclusion.

RESULT

The collected data consist of video CDs of the teaching-learning process. Allwright & Bailey [15] states that communication in the teaching-learning process in class can be coded to determine the pattern to answer the research problems.

For the research question 1, the result is presented under two categories namely the types of communication patterns as seen in Table 1.

Table 1. Frequency of occurrence Communication Patterns to convey a message to the students.

No	Communication Patterns	Frequency in 8 meetings
1.	Opening Channel	8
2.	Closing Channel	7
3.	Back Channeling Signal	18
4.	Turnover signals	56
5.	Bracket signals	43
6.	Preempt Signals	28
	Total Frequency	160

The occurrences of communication patterns are the occurrences during eight meetings. The total frequency of the six types of verbal behavior occurrences is 160. The following are the elaboration of each

The opening channel and closing channel is given as the signal to the student that the teaching-learning process is about to begin and end. There is some activity the teacher does depend on the need.

Back channeling signals is important to keep the classroom interaction running well. The signals indicate that the message is getting through when a conversation took place by making some noises like "umhmm", "uhhuh", "yeh", "yerright", etc [11].

Turnover signals, the signals were given to allow a smooth exchange of turns during the interaction. These signals cue the next speaker to begin a turn. Slowing a tempo, vowel elongation, and falling intonation all help to signal the end of a turn, a place for an exchange in turns.

Bracket Signal is necessary to avoid a topic shift from that intended so that the intended message will stay on the right track. Goffman in Hatch [11] called "by the way", "well", "anyway'", etc. as bracket signals to return to the original topic. The bracket signal was applied for some purposes such as; getting the student attention, managing the class, and warning the students who did not follow the lesson seriously.

Preempt signals are more in terms of non-verbal signals like leaning forward, shifting forward, opening eyes wide, raising eyebrows, waving a pencil in the air, etc. although verbal signals like "oh oh", "e-e-e" are also used to preempt the talk to request repairs or message clarification.

For research question 2, The data show that the teacher uses seven types of moves in negotiation. This

is in line with Met (1996), Swain (1985) in Lyster [16] as the ones in Table 2.

Table 2. Frequency of occurrence Communication Patterns to negotiate meaning

No	Negotiating Meaning Moves	Frequency
1.	The use of body language	4
2.	The use of Predictability	5
3.	The use of Input Modifications	3
4.	Clarification request	7
5.	Repetition	15
6.	Metalinguistic clues	8
7.	Elicitation	12
	Total Frequency	54

The first move is the use of Body Language. The data show the teacher used body language was in the form of leaning the body while asking or speaking, pointing to the students, and raising her hand to her ears. The second is the use of Predictability (Lyster) [16]. The use of predictability in the form of repetitions, paraphrases, examples, definition, and synonym. The third move is the use of Input Modification which is intended to change the form of expressed messages such as a slower rate of speech, emphasis of keywords, simple vocabulary, and simple grammatical structures. The next move is the Clarification request. It is often that the students answer a question correctly, incorrectly or insecurely. It reflects that they do not fully understand what they say. Therefore, the teacher needs to negotiate meaning using clarification requests such as ''Pardon me'', (Gebhard, 2000:71). The fifth move the teacher did was Repetition. The data shows that repetition is the most frequent one. Metalinguistic Clues is the next move the teacher did. Words are to describe a language and one needs to know of it when learning a language. Using is, a teacher can provide clues in the form of comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form (e.g ., ''Is it masculine?''). The next move the teacher took was Elicitation. It is one of the ways to avoid misunderstanding. In this case, the teacher directly asked the students such as "What about going to refine?"

For the research question 3, The data of the research show that The moves the teacher did in responding the students' errors are seen on Table 3.

Table 3. Frequency of Communication Patterns Classified as Handling the Learner's Error

No	Coping with the Learner's Error	Frequency
1.	Modeling correct form	1
2.	Repeating faulty form	12
3.	Prompting correct form	5
4.	Explaining Correct Form	15
5.	(Re) stating question	8
6.	Telling students what to say	4
	Total Frequency	45

Modeling Correct Form is one of the ways to respond to the students' errors. It is done by demonstrating the correct form to respond to student errors. *Repeating Faulty form* is another type of move done by the teacher by repeating the students' errors with special intonation and expression which show that they make errors. It is done to make the students aware of their errors. *Promoting Correct Form* is one move the teacher did to motivate the student to be active and consequently, it produces the correct results of learning. It is showed that the teacher did this move when the students answered or explained the comment or opinion incorrectly and the teacher wanted them to repair it. The teacher did this by asking a question which leads the student to explain the intended answer. *Explaining the Correct Form* has become a very crucial move to be done by the teacher since students often make mistakes during the classroom interaction. It was caused by misunderstanding, the influence of mother tongue, tiredness, or their limited concept on the material taught. The teacher did this move by explaining the messages clearly and to check the students' understanding. *(Re) Stating Question* is the next move the teacher did. The restating question in this research is usually done in a discussion between students and teachers. *Telling students what to say* perhaps the easiest one to do. In this case, the teacher just tells the students the correct one and asks them to follow the teacher. The data show that the use of this move is only 8.9 %. It can be an indicator that the teacher was not so happy in using this move.

CONCLUSION

Seeing the finding and discussions, we can that the English teacher implements communication patterns in various types of communicative strategies to explain her messages. There are three specific conclusions can be drawn in the study.

First, the teacher communicates her messages by using a communicative pattern that occurs concomitantly. They are opening a channel, backchanneling signal, turnover signals, bracket signals, and preempt signals.

Second, in negotiating meaning with the students, the teacher uses 7 types of communication patterns. They are the use of body language, use of predictability, use of input modifications, clarification request, repetition, metalinguistic clues, and elicitation. Among them, the most frequently used is repetition.

Third, concerning how to cope with the learners' errors, the results of the research show that to handle the students' errors the teacher uses some strategies. The strategies are modeling correct form, repeating faulty form, prompting correct form, explaining correct form, (re) stating question/prompting, and telling students what to say. Among the six patterns, the most favorable use is "explaining correct form".

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