# TEACHER'S INTERACTION PATTERNS IN SOLVING THE PROBLEM OF INEFFECTIVE COMMUNICATION

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**Abstrak**: Penelitian ini bertujuan menjelaskan karakteristik pola interaksi guru yang juga disebut strategi dalam menangani masalah komunikasi yang tidak efektif di kelas EFL SMA. Secara lebih khusus, penelitian ini bertujuan untuk menjelaskan bagaimana pola interaksi guru berupa perilaku verbal dan nonverbal guru dalam memecahkan masalah komunikasi yang tidak efektif, yang terjadi pada saat proses belajar mengajar. Penelitian ini adalah penelitian kualitatif berupa studi kasus, dengan subyek penelitian seorang guru Bahasa Inggris di SMAN 2 Jember. Hasil penelitian menunjukkan bahwa dalam menangani masalah komunikasi yang tidak efektif di kelas EFL guru menerapkan beberapa pola interaksi secara simultan dalam berbagai bentuk perilaku antara lain modeling, organizing, explaining, verifying, eliciting, providing wait time, dan code switching.

**Kata-kata kunci**: modeling, organizing, explaining, verifying, eliciting, providing wait time, dan code switching, ineffective communication

## INTRODUCTION

Teaching English as Foreign and second Language needs special attention since there are some important aspects to consider during teaching learning process. The most important and main aspects in the teaching learning process is teachers' competences. As usually happens in teaching learning, the messages or materials are transmitted by the teacher in such way that they are properly understood by the students. The students' understanding on the messages explained by the teacher in the class is the final goal of teaching learning process.

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One of the most important aspects in explaining messages to the students is communication skill. A good teacher must have a good communication skill since it is used every day during teaching learning process in the classroom. As stated by Nunan (1991:39), communication skill is one of the most important aspects of learning second or foreign languages, and the success is measured in the terms of the ability to carry out a conversation in the language.

During teaching learning process of English as foreign language, especially related to communication for the sake of students' understanding and comprehension, ineffective communication often become a serious obstacle. Some students often do not understand what the teacher tries to explain because of some various causes. This obstacle will prevent the students to follow the teaching learning process well.

To overcome the problem related to ineffective communication a teacher should use special ways using some possible techniques. A teacher should master techniques to help the students to make communication effective. Of course some experts have their own opinion related to the technique to make the communication in the classroom effective.

The success of communicating message to the students is influenced by inter-psychological support coming from the more knowledgeable other than leads the learners to internalize what is being learned This is termed as "scaffolding". The term "scaffold-ding" means that the teacher is as the "more knowledgeable" and helps the students by using scaffolding functions. The scaffolding functions in this case includes  some verbal communication featu-res in the form of seven different instructional scaffolding techni-ques namely: (1) modeling of desired behaviors, (2) organizing and maintaining students' motivation, (3) offering explanations/ explaining, (4) clarifying and verifying students' understandings, (5) inviting students to contribute clues/ eliciting (6) providing wait time, and (7) code switching (Hogan and Pressley, 1997, pp. 17-36)

These techniques may either be integrated or used individually, depending on the material being taught. The teacher's goal in employing scaffolding techniques is offering just enough assistance to guide the students toward independence and self-regulation as well as solving the problems of ineffective communication during teaching learning process.

The data related to classroom interaction patterns is very useful for English teachers as well as Depdiknas Office for making policies related to encouraging the English teachers to improve the quality of the teaching-learning process in the English class. The need of effective teaching models related to interaction in Senior High Schools in Jember Regency leads the writer to conduct the study.

Based on the description above, the research questions to be answered in this study is how does the teacher solve the problems of ineffective communication?

Based on the research questions above, this study aims at investigating the strategies implemented by a teacher in solving the problems of ineffective communication in Senior High School EFL classes in SMAN 2 Jember. It focuses on the scaffolding technique the teacher uses in solving the problems of ineffective communication during teaching learning process in classroom.

**METHOD**

The research design of this study is a case study. A case study is a form of qualitative descriptive research that is used to look at individuals, a small group of participants or a group as a whole. The present study is intended to explain the teacher's teaching strategies in English classes at Senior High School. It is intended to know how the teacher uses some strategies in solving the problems of ineffective communication in the teaching learning process in EFL classes.

The data of the research are data about English verbal behaviors and non-verbal signals the teacher uses in teaching-

learning process in EFL classes. The main source of data is one teacher teaching English in EFL classes at SMAN 2 Jember. The secondary sources of data are the students of EFL classes, i.e. the third year students Public Senior High School 2 Jember joining EFL classes in which their verbal behaviors and non-verbal signals in their responses to the teacher's message can be elicited.

In the qualitative study, the key instrument to collect data is the researcher himself (Miles and Huberman, 1994). The researcher, as the key instrument, has many benefits. As a human being, the researcher is more responsive and adaptive to the class situation he is observing. He is equipped with a video recorder as well as cassette recorder to record the main data needed.

The data are collected by at the first time doing pre-observations. It was conducted in the class to observe the EFL class activities namely the teacher's techniques in communicating her messages and the students' active participation in EFL classes to respond the teacher's messages. The pre-observation was done in class XII IPS 1 where the teacher taught English. Then the researcher recorded the teaching learning process in the class using video recorder to get the data. This processes were done following the teacher's schedule in teaching the students. In this case, all the classes were considered similar and the data collection could be done in any classes which had classroom interaction. The researcher ended the activity of data collection when the data have been saturated in which the same behaviors occur repeatedly during the activity. The main data were recorded from 8 meetings in various topics and times depending on the agreement between the researcher and the teacher.

The data, in the form of video file, are transcribed and analyzed to develop a descriptive model that encompasses all case of the phenomena. The transcribed data are classified based on the statement of the problems.

The researcher analyzed the data. The analysis consists of some activities such as data reduction, data display and conclusion

drawing. First, the data on verbal behaviors and non-verbal signals used by the teacher are collected by recording the teaching learning process then later transcribed. The next step is data reduction referring to the process of selecting, focusing, and determining the data from recording. In this step, the data are selected according to the statement of research problems. The data reduction is aiming at finding the teacher talks related to verbal behaviors and non-verbal signals used by the teacher during teaching learning process. Furthermore, data reduction also includes the organization of the teacher's talk by giving those codes. The codes of teacher's and students' talk are based on Transcription convention and symbol promoted by Allwright and Bailey (1991: 122) with several modification and adaptation. In discussion, the transcript is coded using appendix (Ap), line (L), and number of categorization (N).

The procedure of data analysis is elaborated as the following steps. First, the data are collected from the teaching-learning process of several EFL classes in the investigated Senior High School. Second, the raw data obtained are reduced, that is, only relevant data are taken, and they are classified and categorized. The categorization is based the research questions.

## FINDINGS

As stated above, this study focuses on the strategies the teacher used when she was teaching in EFL Classroom. The data consist of the video CDs of the teaching learning process the teacher did in the classroom and the transcription of the CD. The data are coded following Allwright & Bailey (1991) with several adaptations and modifications to answer the research problems. After being transcribed, the data are then categorized based on scaffolding techniques the teacher in solving the problem of ineffective communication. The data shows that the teacher's strategies in solving the problems of ineffective communication are shown in scaffolding moves as in Table 1. The elaboration is in the following section.

Table 1. Frequency of occurrence of verbal behaviors classified as scaffolding moves

| No | Scaffolding Moves | Frequency |
|----|-------------------|-----------|
| 1. | Modeling | 24 |
| 2. | Organizing | 43 |
| 3. | Explaining | 28 |
| 4. | Verifying | 45 |
| 5. | Eliciting | 52 |
| 6. | Providing wait time | 60 |
| 7. | Code Switching | 72 |
|    | Total Frequency | 324 |

As stated in the previous part, besides verbal behaviors, the success of communicating message to the students is also influenced by inter-psychological support coming from the more knowledgeable other than leads the learners to internalize what is being learned (Bruner in Usadiati, 2003: 69). This is termed as "scaffolding". The term "scaffolding" means that the teacher is as the "more knowledgeable" and helps the students by using scaffolding functions. The scaffolding functions in this case include some verbal communication features in the form of seven different instructional scaffolding techniques as seen in Table 1.

As stated in the finding, there are six verbal behaviors in the context of solving the problem of ineffective communication. They are modeling, organizing, explaining, verifying, eliciting, providing wait time, and code switching. They are elaborated as follows

**Modeling**. Modeling is needed since it is almost impossible that a foreign language learner can learn well without imitating what the native speakers do especially related to pronunciation. The language the teacher uses is an important exposure that the student can imitate. The data of this research shows that the teacher also used modeling as one of the techniques to explain the messages as well as to teach English as a whole.

**Organizing**. Organizing means governing the class in the form of managing a classroom activity and making the class do something. The data of the research show that in organizing the classroom activities, the teacher mostly uses English. But the teacher allows translation for specific situation during teaching learning process to keep the interaction runs well.

**Explaining**. During teaching learning process, it is extremely important for a teacher to offer explanations, which should be "explicit statements adjusted to fit the learners', to enhance understandings about what is being learned. The research data show that explaining was often used during transferring messages from the teacher to the students. In doing that the teacher uses it concomitantly with code switching using Bahasa Indonesia. It is natural because the students' native language is Bahasa Indonesia.

**Verifying**. As the students gain experience with new material, it is important for the teacher to continuously assess their understanding and offer feedback. Verifying is essentially offering affirmative feedback to reasonable understandings. In this study, during teaching learning process verifying occurred in the form of checking comprehension. The data show that checking comprehension was also done in various times by the teacher to support the students to move through. It was found that this move always occurred in tandem with other verbal moves such as code switching, complimenting, and explaining and non-verbal behaviors such as back channeling, emphasizing, walking around the class, looking sternly at the student etc. Several comprehension checks such as "do you understand?", "right?", "Is that the answer?", and "Is it understandable?" occurred in this study.

**Eliciting**. As a successful teaching learning process needs students' participation, a successful teacher should be able to make the students learn which is shown in their participation in the teaching learning process. One of the most useful skills related to this matter is eliciting in which the teacher can motivate the

students to participate in class activities. The data of this research show that the teacher has implemented the ability to elicit the student. It is done in the form of asking probing question. It is accompanied with explanation, code switching as well as non-verbal behaviors such as raising hand, pointing at the board. The teacher intentionally combines the use of eliciting with other verbal behaviors and non-verbal behaviors for the sake of guaranteeing that her move was successful.

**Providing wait time**. The issue of wait time is important in language classrooms since by giving wait time to the students, teachers have made a good atmosphere since it enables students to think and answer the question carefully for the sake of getting the perfect answers. By providing sufficient wait time it was expected that the students' participation in the classroom increased. As it was in the data, almost all of the teacher's questions in this study reveal several pauses for wait time. On the average, the teacher waited for a moment before calling on the students to answer, and further second was then provided for either emphasizing the students' responses, rephrasing the questions or calling other students to respond.

**Code Switching**. Code switching is popular among teachers teaching a second language. It is believed that the use of L1 can increase effectiveness to facilitate L2 learning in classroom. As Schweers (1999) stated, effectiveness teaching means triggering effectiveness learning. To make the learning take place, communication strategy in teaching should be effective. The data of the research show that in general the teacher used code switching in three functions or purposes namely to make concept more understandable, especially for difficult concepts, to organize the class and to verify. The three functions were sometimes used interchangeably and often used with other verbal behaviors and non-verbal signals.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on research finding and discussions previously presented, it is concluded that the teacher's interaction patterns in solving the problems of ineffective communication are modeling, organizing, explaining, verifying, eliciting, providing wait time, and code switching. In implementing them, both verbal behaviors and non-verbal signals are always used concomitantly. The teacher combines them for making the students fully understand the messages.

### Suggestions

Based on the results of the research and discussions, several suggestions are presented. The suggestions are for the EFL teachers who are teaching in Senior High School, for English Department and English Teachers' Profession (MGMP), and for the future researchers.

For EFL teacher, there are some important things the teachers should pay attention. Verbal behaviors and non-verbal signals are two important aspects in the teaching learning process which should be used concomitantly. By doing this, the teachers are able to facilitate the students toward better comprehension.

For English Department and English Teachers' Profession, it is suggested that that the results of this research can be a consideration in making a plan or policy to improve the EFL teachers' competence in teaching learning process, especially for English teachers that teach English in EFL classes.

For Future Researchers, the writer suggests that they do more research about communication strategies in classroom involving the teacher's and students' verbal behaviors and non-verbal signals correlated to the students' achievement to know which is the most effective moves used for EFL classes. In doing

their research, they can use the results of this research as stepping stone to arrange the research proposal.

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