
STUDENTS' LANGUAGE USE AND RESPONSE IN CLASSROOM PRESENTATION (A STUDY AT CROSS-CULTURAL UNDERSTANDING CLASS OF ENGLISH DEPARTMENT IN STKIP PGRI WEST SUMATERA)

Dra. Yelliza, M. M. Pd. M. M.¹⁾

¹⁾ English Department

College of Teacher Training and Education
(STKIP) PGRI West Sumatra

Yellizajr@gmail.com

Abstract

Tulisan ini menjelaskan bahasa yang digunakan serta jenis respon yang disampaikan oleh mahasiswa dalam berkomunikasi di lokal saat persentasi terjadi. Partisipan dari penelitian ini adalah mahasiswa Jurusan Bahasa Inggris di STKIP PGRI Sumatera Barat di kelas Cross-Cultural Understanding (CCU). Dalam mengumpulkan data, peneliti melakukan pengamatan dengan merekam proses belajar mengajar yang dilakukan di kelas CCU. Kemudian, peneliti mendapatkan beberapa data dari pengamatan yang telah dilakukan. Dalam mengkomunikasikan materi presentasi pada umumnya disampaikan secara lisan dengan bantuan powerpoint. Penulis menemukan siswa cenderung menggunakan bahasa buku dan internet tanpa menjelaskan dengan bahasa mereka sendiri, peneliti juga menemukan respon yang berbeda-beda saat persentasi. Mahasiswa merespon dengan menggunakan confirmation dan disconfirmation response terhadap materi persentasi yang disajikan. Di dalam confirmation mahasiswa merespon dengan cara direct acknowledgement, positive feeling, clarifying and agreeing response. Selanjutnya siswa merespon dengan cara impervious, irrelevant, interrupting, incoherent, and incongruous response untuk tipe disconfirmation. Namun, respon yang banyak dilakukan mahasiswa adalah disconfirmation response. Dengan temuan ini, peneliti menyarankan kepada setiap dosen dan guru yang mengajar dengan sistem membagi siswa dalam beberapa kelompok tidak hanya memberikan tugas membuat powerpoint pada kelompok yang akan tampil. Singkatnya, setiap kelompok membuat powerpoint dan siap tampil sebab kelompok yang tampil dilot sesaat sebelum kelas persentasi dimulai.

Keywords: *Language use, response*

1. INTRODUCTION

Language use, in classroom, has been defined as a specific communication in delivering information (messages and ideas) from one or more person to other with different functions. In general, communication functions both lecturers and students in classroom have transactional and interactional functions. Students in the transactional function have both academic needs (ability to make good grades) and interactional function (feel affirmed as a person). Virginia, Jason and Joan (2009:8) say that communication which is always used to interact with others, especially in learning and teaching has two functions. The first function is the transactional function that focuses on the content of language used. In other words, refer to communication as means of delivering message to influence or achieve the goal. Through this function the students deliver the message on their presentation to the students about material. The second function is to express social relations and personal attitude which is called interactional function. Those functions will help the students easy in receiving the message by knowing the contexts. In other words, the message that will be given by the lecturers by implementing classroom presentation to the students can be accepted without misunderstanding. All explanations above cannot be separated from the study of language use.

Language use in classroom is the part of applied linguistics and pragmatics which talk about process of communication and meaning based on context. At this point, language used by the students who present the material focus to the slides on their powerpoint. They do not use their own language

according to the context, classroom presentation, to elucidate the material to their friends. Consequently, students tend to ignore their presentation because all their explanation can be read by themselves. The group presentation tends to read their slides and books. When the lecturer asks them to explain it, they cannot do it. Language used by the students mostly from the book so that lead the students, audiences, to ask them to explain it again and respond it with disconfirmation respond. The students are strongly recommended to give their respond during the teaching and learning process. In addition, their argument that they convey in responding the material must support the teaching and learning process. It obviously shows that students respond in classroom presentation will also describe how far the students success in teaching and learning process. They are not only suggested to know the material but it is hoped they can understand, apply, analyze, evaluate and create.

The participants are the students who enroll in CCU class which done presentation frequently. A number of classes are 3 classes. In presentation, it can be seen types of students respond in the class. If the students can respond and give argument rightly to the questions or materials that have been presented by the group, it means they are good in understanding the material. Contrary, if they cannot respond as expected, it means there are some problem have occurred, such as they do not understand about the material or they misunderstanding about the explanation and instruction which are delivered by their language used.

Based on the writer observation at CCU class of English Department in STKIP PGRI West Sumatera, that is found some students did not respond as expected, for instant, students only asked for re-explanation and unfamiliar words or phrases. All phenomenaandproblems have occurred because of the problems in language use. There are some students communicate the material clearly by reading the slides and most of themcommunicate ambiguouswhich eventually resulted inthestudents' respond.

2. REVIEW OF THE RELATED LITERATURE

A. Language use

Language used by the students who do the presentation is a crucial because they are the well-informed of their material to their friends. According to Behrens (2014: 19) stresses that students' achievement depends on their language use in classroom especially in instruction and textbook. In here, participating fully in all classroom activity requires thinking and talking in ways of incorporate language. In here, the language use concerns with the language that they use to communicate or deliver their material to their friends. They must communicate it clearly and briefly by their own language not by using language on books. If the students only read the book during their explanation it is not guarantee that they in understanding level on that material.

Similarly, language use in classroom encompasses how we say and in what functions. Students may feel more comfortable using their own home language but it is not in CCU class. They are really suggested to use English in presenting their material. This becomes big problem because students may feel like they do not fit in or do not understand the lesson. To overcome this problem Halley, Steeley, Wong (2015) say that it is a challenge to use the target language while teaching and learning process., therefore, the students need to go beyond the verbal communication and use body language. In fact, in presentation students only sit on their chairs by looking their laptop. It mostly happens in CCU class. There are only two groups who present it by stand up and do not focus on their slides.

B. Respond

Stewart L. Tubbs and Sylvia Moss in Jalaluddin (2009: 119) stress that effective communication raises at least five of feedback or respond; understanding, pleasure, and influence on the attitude, the better relationships, and actions. Understanding here is the part of cognitive feedback. Pleasure, attitude and the better relationships are the feedback of affective about the message is delivered. An action is done by the students is called the behavior feedback. Furthermore, Jalaluddin (2009; 127) says that response should be same with the message which is delivered. In classroom presentation, for example, the question must be answered with answers, jokes with a laugh, inquiries with explanations. This response is not only with verbal respond, but also with the non-verbal respond. When the presenters deliver the material directly then the students also must respond it wether they understand or not . In fact, most of the students respond it with many suggestions and questions. Language use above happened because students have some responses that are not appropriate. In this

context, Tubbs and Moss in Jalaluddin (2009; 127) divide the response into two groups, namely confirmation and disconfirmation. Confirmation is the responses that can make the interpersonal relationships strengthen. But when responses occur in communication create the negative side in relationship between the speaker and the listener is called as disconfirmation. Confirmation responses involve direct acknowledgement, positive feeling, clarifying response, agreeing response and supportive response. In addition, disconfirmation responses encompass tangential response, impersonal response, and impervious response, irrelevant response, interrupting response, incoherent response and incongruous response.

Similarly, Robert (2013:8) divides the way how people do confirmation respond and disconfirmation respond in some parts. They are direct acknowledgement, positive feeling, clarifying response, agreeing response and supportive response for responding the speaker communication in confirmation. Besides, they are tangential response, impersonal response, impervious response, irrelevant response, interrupting response, incoherent response and incongruous response for disconfirmation respond.

Furthermore, based on Simmon (2011:4) confirmation is any behavior that causes another person to value himself more. When a person does communication with others, he or she will always need that receiver always gives a positive respond by showing interesting expression or relevant respond. Meanwhile, disconfirmation is any behavior that causes another person to value himself less. Disconfirmation respond indicates the message and respond are different with the speaker expected.

3. RESEARCH METHOD

A. Research Design

This research is a qualitative research. The qualitative research is completely used to answer question about facts or describe about the students' language use and response in classroom presentation. It is supported by Chris, Lucy and Donald (2009:58) say qualitative research investigates the quality of relationships, activities, situations, and materials. This design to describe and interpret about phenomena based on the fact in the field and to seek participants' point of view.

The researcher used qualitative design because the researcher wanted to describe the students' language use and response in classroom presentation at English Department in STKIP PGRI SUMBAR particularly in CCU classes.

B. Subject of the Research

Subject of the research is group or individual that will be used in the research. In qualitative research, the term that used in subject of the research is participants. Referring to Baker and Ellece (2011;87), participants are people who take part in social activity. The participants of this research were English Department students at Cross Culture Understanding (CCU) classes. A number of CCU Classes were four classes.

C. Instrumentation

Based on Gay and Airasian (2000:145), define that instrumentation as a tool or something that used to collect the data. It means the researcher needs the instrumentation as facilitated to collect the data. In this research, the researcher used video, field note. This instrumentation explained as below:

1. Camera

According to Chris, Lucy and Donald (2009:431), observation is a basic method or technique for obtaining the data in descriptive research. In doing observation, the researcher used observation tools that can help the researcher to collect the data. There were same tools that can be used in observation such as camera, field note, checklist and others. In this research, the researcher used the camera to record the activities in class during the learning process.

2. Field Note

Chris, Lucy and Donald (2009:435), say that field notes contain what the researcher has seen and heard. They have two components: (1) the descriptive part, which includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, and what was done); and (2) the reflective part, which includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis.

D. Technique of Data Collection

First, in obtaining the data in the field, the researcher did observation with recording the activities in classroom presentation. From that video record, it can be seen about the students' language use and response in classroom presentation. Second, to collect the data, the researcher used the field note. From the field note the researcher can be seen about the students' respond in classroom presentation.

4. DATA ANALYSIS AND DISCUSSION

Researcher found that the group presentation tends to read their slides and books. When the lecturer asks them to explain it, they cannot do it. Language used by the students mostly from the book so that lead the students, audiences, to ask them to explain it again. Here the some topics that have been presented by the students in CCU class.

- a. Cultural in Universal Concept
- b. Cross Cultural Contact with America
- c. Cross cultural Shock and Problem in Associating with New Environment
- d. The Challenges of Intercultural Communication and Acculturation
- e. Cross Cultural Conflict and Adjustment

In addition, there are two kinds of students' response in presentation class. They are confirmation and disconfirmation response. The students give feedback to their friends' presentation with confirmation and disconfirmation. The students' responds with confirmation when they know about the material. They give respond with positive attitude by smiling and respecting during the group present their material. Another reason is the students understand about the material because the students explain it clearly, concisely and precisely. Moreover, some of them respond to the topics that have been discussed because they want to show themselves are better than others and just want to get the good score or reward from the lecturers. When the students respond to the tasks with an attitude that shows a sense of happy such as smiling expression, open the book and raised their hand, it refers to positive feeling. In other side, the group presenters often asked their students about their explanation. It aims to ask about clarification that they really understand about the topic.

For disconfirmation, the writer found that the students respond with impervious, irrelevant, interrupting, incoherent and incongruous response which is called disconfirmation. At this point, the way of students in responding can bother interpersonal relationships. The students do the different way in disconfirmation response because they do not know about the material. It is becoming reason because some of disconfirmation response is commonly found with impervious and irrelevant caused by unfamiliarity with the material. This aspect is caused the several reasons such as the students' explanation is incoherent, the materials are too long and varieties, then the students' awareness in learning itself is low. It can be seen from the students lack of attention when explanations occurred also become a reason why it happened. The writer also found some of students' response with interrupting because of the class situation is crowded. It becomes interrupting response by disturbing interpersonal relationships between students and students. Next, the students' incoherent response occurs because the students do not follow the explanation of group presentation.

5. CONCLUSION

Most of the students tend to use language stated on their powerpoint and also on the book. They cannot explain the topic based on their own language. Furthermore, there are confirmation and disconfirmation response in presentation class. In addition, the students' confirmation and disconfirmation have different ways in giving respond. They are direct acknowledgement, positive feeling, clarifying and agreeing response for confirmation and impervious, irrelevant, interrupting, incoherent, and incongruous response for disconfirmation. Each of categories has their reason why they did it. In short, they give limited argument; they did by asking re-explanation. It happened because they did not understand about their friends' presentation. They only read their slides and then delivering quickly.

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