

The Communicative Model of Learning Speaking in Higher Education

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The Communicative Model of Learning Speaking in Higher Education

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1 ABSTRACT

In each learning model at any college or university, commonly involves students and lecturers. Ideally, learning to speak takes place in a reciprocal (interactive) communication model, which normally occur either horizontal or vertical communication. However, in fact, in several colleges there is still often learning oriented to lecturers, while students remain on their characters who are afraid to speak, nervous, etc. This study aims to describe the undertaken communication model in learning to speak in college. This study was designed with qualitative research using a classroom discourse approach. The data of this study are a number of fragments of conversations conducted by lecturers and students in speaking lectures at four colleges, namely colleges 1, 2, 3, and 4. The data collection techniques in this study applied observation, interview, and documentation techniques. The data were analyzed using an interactive analysis model. The results showed that the communication model in the speaking subject at colleges 1 and 2 took place vertically and horizontally. By applying the methods of discussion, presentation, debate, students share opportunities in constructing knowledge. In addition, students were invited to open-ended questions. However, in colleges 3 and 4 communication between students and lecturers is dominantly vertical, the learning model used is question and answer varied and individual presentations. Students respond more to closed questions. Therefore, the communication model that ideally supports students' speaking ability is the horizontal communication model, while vertical communication is a variation thereof.

Keywords: communication model, speaking learning, college

1. INTRODUCTION

In any discipline learning, the role of language is really needed as a medium of communication. The communication carried out when learning is sufficiently diverse, where in learning a communication may take one direction, two-way reciprocity, even multi-directional [17]. The communication model between lecturers and students in ideal learning is reciprocal communication (interactive communication). However, what happens in communication tends to be one-way communication. Students choose to remain silent or not respond due to many reasons, including fear of being wrong, embarrassed, nervous, having no material to deliver [14]. The core of communication lays in its role as the establisher for an interaction occurs between communication participants (reciprocal communication). Any interaction in communication is considered crucial in realizing the high quality learning. The key to the learning process lies in the interaction between students, interaction between lecturers and students, and collaboration between the two in learning [17];[19]. Hence, the reality occurs at the field might be vary but is predictable, the lecturers mostly played dominant role, they rarely involve students in learning [18]; [12]. Bearing the role of lecturers is highly significant in speaking learning. In addition, there is an argumentation that says speaking skills are difficult as if it has become the old driving factor for students' difficulties to practice such a skill. Even in certain cases, speaking learning is less desirable for students, the very reason is because they are not given the opportunity to participate to take the role as they should [11]. Therefore, this

study intends to explore how the communication model occurs in speaking subject at higher education level being held.

2. THEORETICAL UNDERPINNING AND METHOD

2.1 Model of Communication

To be able to communicate interactively, students should master prior knowledge, be proficient in mastering technology, communicate effectively, be able to think logically, be able to work together in teams, and others [9], [11]. The students with the level of logical thinking ability are able to change the alternative conceptions more easily [8]. Communication with regard to basic human activities that require a reciprocal relationship between one party with another in reaching an understanding [17]. The communication model is a conceptual model that allows the explanation of the human communication process and shows the communication process through the application of various symbols. Models or patterns of communication in various perspectives are very diverse. There is verbal and nonverbal communication; primary, secondary, linear communication; interpersonal, intrapersonal, public, and mass communication, as well as vertical and horizontal communication. Interpersonal communication is the process of delivering messages from the communicator to the communicant that allows providing opportunities in feedback [5]. Interpersonal communication is a form of two-way communication, but the position between the communicator and the communicant is

parallel (horizontal). This communication tends to take place informally, thus the relationship between the two parties is no distance (in this case the lecturer and the students). However, in a case of the lecturer who regards himself as a party higher than the students, the intertwined communication becomes vertical communication.

In interpersonal communication, there are a number of stages, namely (1) the initiation stage (the stage of self-adjustment through the environment); (2) the exploration stage (the stage of knowing others' characters); (3) the stage of intensifications (the stage of self-introspection related to continuing communication or not); (4) the formalization stage (the stage of mutually agreeing something); (5) the redefinition stage (the stage of exchanging messages), and (6) the deterioration stage (the stage in which communication is deteriorating) [16]. Through these stages, a person can communicate well and effectively.

In a communication, both parties should have sufficient competence. Competence refers to the skills and knowledge that enable a person to succeed in his field of practice. In an effort to succeed student learning in the classroom, lecturers should have expertise in a variety of competencies within a complex environment where hundreds of important decisions are needed every day. The students' competence to learn grows naturally through experience. Based on experience, students are very easy to express to others through their own language. The students were categorized as speaking activities.

2.2 Speaking Skills

Speaking skills related to activities giving and receiving language, conveying ideas and messages to the speech partners and at the same time the speaker will receive ideas and messages from the interlocutors [13]. Speaking ability in this case is a reciprocal communication activity in one time unit. Speaking activities involve interactional, transactional and performance functions [3].

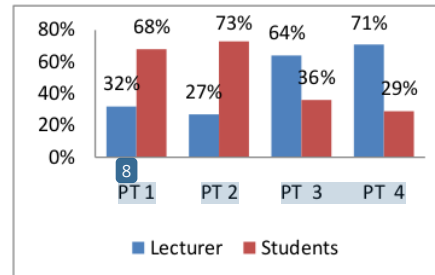
Basically, the speaking skill is influenced by the driving factors of both the linguistic and non-linguistic factors. The linguistic factor concerns the problems of language use, such as speech accuracy, stressing placement, tone, joints, the appropriate duration, choice of words / diction, accuracy of the target conversation. While the non-linguistic factor is a reasonable, calm, and unassertiveness, the view must be directed at the interlocutor, willingness to respect others' opinions, appropriate gestures and expressions, loudness of voice, fluency, reasoning or relevance, mastery of the topic [1].

3. RESEARCH METHODS

This study applies a qualitative approach through ethnographic classroom methods [4]. Data is obtained through observation, documentation, and interview methods. The research design uses classroom discourse analysis. The data are in the form of conversational fragments between students and lecturer(s), while the data sources are the transcription of interactions between lecturer(s) and students in learning speaking. The data analysis technique applied Miles and Huberman's interactive analysis [10].

4. RESULTS AND DISCUSSION

Based on data analysis, horizontal and vertical communication models are found. In colleges 1 and 2 where communication is established tends to be horizontal, while colleges 3, and 4 are vertical. In horizontal communication, students are given ample opportunities to convey information, respond, discuss, in addition to debate. Meanwhile, in vertical communication, the lecturers hold more dominant role in learning instead of the students, which ranging from the provision of information, assignments and questions and answers. The description of the communication occurs between the lecturers and students is illustrated in the following diagram.



Bar Chart: Communication Inclination between Lecturers and Students in Higher Education

The bar diagram illustrates that lecturer communication at the colleges of 1 (32%) and 2 (27%) are lower than students' opportunities (68%) and (73%) in order to participate in the learning speaking. While the percentage between lecturers and university students is 3 (64%: 36%) and 4 (71%: 29%). The lecturers occupied higher participation than students in learning to speak. In both groups concluded that the learning model used by the lecturer was different. In colleges 1 and 2 use a model of discussion, presentation, and debate, while in universities 3 and 4 dominant play the main figure lecturer where then followed by questions and answers and individual assignments. This is illustrated in the following section of conversation.

College 1 Segment of Conversation

Lecturer : Sudah selesai teman-teman

Jika sudah silahkan cari tempat duduk untuk diskusi.

1 menit lagi ya teman-teman, yang sudah selesai berarti 7 kelompok, 1 kelompok sedang dalam tahap menyusun laporan, yang lain silahkan dipersiapkan bu Ulfi selalu meminta untuk memaparkan bukan membaca. Uye teman-teman.

A Group of Presenters:

Ya ketika *powerpoint* mati setelah kita menerima tugas sebagai pembicara alangkah seharusnya kita menyiapkan materi yang sudah dibicarakan pada *powerpoint*, kalau kita sudah menguasai materi dan *powerpoint* tidak bisa digunakan kita tetap bisa menguasai, si pembicara tidak menghiraukan *powerpoint*-nya mati karena sudah mempunyai materi yang akan dibicarakan, untuk itu urusan orang panggung kita sebagai pembicara harus terus menyampaikan materi supaya perhatian ke audien tetap fokus terhadap apa yang

disampaikan dan ketika *powerpoint* sudah bisa digunakan kita melanjutkan materi dengan *powerpoint* yang ada. Jadi kesimpulannya adalah pembicara kembali materi yang semula. Pembicara harus tetap fokus pada materi dan pembicara mengucapkan permohonan maaf kepada audien karena *powerpoint* tidak bisa digunakan.

A Group of questioners: **Saya ingin bertanya dengan mbak novita pada saat-saat tertentu saya itu orangnya groginan mbak, pada saat kita dipanggung jika saat *powerpoint* mati tentu saya akan panik. Lah, apakah ada solusi dari mbak novita supaya saya tidak panik ?**

In the conversation segment between lecturers and students at Higher Education 1 illustrated in the communication of lecturers followed by students (the questioner group). The students on thr utterance expressed a fairly long opinion, this shows that students develop their thoughts based on experience, this is in line with Mome's opinion [11]. Even so, students should be faced with problems in their lives or social experiences to enable them to develop their minds. Communication covers linear communication (face-to-face), while the communication that takes place is categorized as horizontal communication, considering that more student communication is to students from the lecturer who gives the instructions. This is identical to a typical communication occurs in the following fragment of conversation in Higher Education 2. The jury is played by students; the lecturer only gives a response and discussion at the end of the debate. The cast and debate are the pro team, the contra team, the jury 1, and in addition to the observers' group representatives.

Jury1 : **".... menurut saya ini bukan debat namanya, ini presentasi gitu. Debat itu ketika tim pro menyampaikan sebuah pendapat ... tim kontra akan menyanggah. ...pembicara pertama dari tim pro menyampaikan pendapatnya nanti akan disanggah gitu. Disanggah sebaik mungkin untuk ini bisa menyangkut pendapat dari yang disampaikan tim pro. Begitu pula tim kontra tadi, itu yang baru dinamakan debat, seperti itu. Terus yang kedua, pembagian pembicaraan yang tadi jelas pertama kali ini yang memperkenalkan diri itu harusnya pembicara pertama itu yang memperkenalkan diri di situ. Kemudian selanjutnya.**

Jury 2 : **.... "Untuk debat pertama tadi untuk kedua tim ini sudah baik sebenarnya akan tetapi yang pertama saya lihat dari data-datanya.Data-data yang diungkapkan itu belum maksimal.Dari tim pro tadi sudah bagus, sudah baik dari tim kontra. Terus yang kedua setelah pendapat seharusnya ada solusi. Misalnya gini pendidikan seks, pendidikan seks untuk remaja solusi saat ini..., untuk kontra diberi pendidikan apa?atau mungkin ada yang lain sebagainya. Untuk tim pro mendorong pendidikan seks itu kemudian apa ada sebab yang jelas juga itu".**

Lecturer :.... **"Begini yang pertama membuka debat, mendefinisikan mosi, dan membuat argumen. Yang kontra, merespons argumen dari pembicara pertama kemudian membukakan argumen sendiri untuk menolak pembicara pertama. Begitu seterusnya....".**

College 3 Segment of Conversation

Lecturer : **"Ada yang punya cara lain?"**

Students : **"Mungkin apa namanya? Caranya sama dengan tarik nafas juga. Kemarin saya juga parenting. Alhamdulillah, dia dari Singapura juga pak".**

Lecturer : **"Yak, di mana itu?"**

Student : **"Di Pondok Sarehan, kaya gitu. Terus yang membuat berbeda itu ketika kata beliau mengepalkan tangan hingga sepuluh detik".**

Lecturer : **"Dicoba-dicoba, kamu yang sudah ikut latihan hari itu?"**

Students : **"Tidak bisa digoyahkan bapak".**

"Kalau kita memberikan sesuatu yang kita ketahui maka Allah akan memberikan sesuatu/ilmu yang tidak diketahui. Berdiri atau duduk?"

Lecturer : **"Berdiri saja".**

Students : **"Pak sebelumnya saya mau ngomong sebentar".**

Lectuer : **"Yaa... yaaa.."**

Students : **.... Ketika tarik nafas kita juga cengkram tangan kita, katanya energinya ke sini semua.**

College 4 Segment of Conversation

Storyteller 1: **".... Setelah itu airnya pun penuh dan menjadi Rawa Pening.Kemudian Baru Klinthing kembali ke Rawa Pening untuk menjaga Rawa Pening sampai sekarang.Sekian dari saya, kurang lebihnya saya mohon maaf.Wassalamualaikum warahmatullahi wabarakatuh".**

Students: **"Walaikumsalam warahmatullahi wabarakatuh". (dilanjut tepuk tangan).**

Lecturer: **"Ada komentar teman-teman dari cerita Baru Klinthing?" "Sudah bagus?"**

Students: **"Lumayan... lumayan..."**

Lecturer: **"Lumayan dibanding apa?"**

"Baik selanjutnya yang kedua siapa yang akan maju, tadi katanya sukarela lho ya... oke mari segera kita manfaatkan waktu dengan baik" (mahasiswa berisik saling menunjuk).

In a conversation fragment at Universities 3 and 4, the lecturer and student share a similar role, where the lecturer asks and the student answers, then the student tells a story, and one of his friends makes a comment. In this segment, students do not have the opportunity to develop their minds. This is because students speak when only when asked, eg when asking questions, or are assigned, students are not given the opportunity to develop their thoughts freely. Even when a student is asked to argue his ideas, he does not need to

answer, the lecturer immediately continues on the next activity. This is called the vertical communication model, which is communication that is indicated by the distance between lecturers and students such as superiors and subordinates.

In exploring the conversations in Universities 1 and 2, the communication that occurs is the communication between lecturers and students whose presentations are continued with question and answer activities. This can be interpreted about the situation where lecturers and students are aware of the discussion. In the discussions that occur, interrelated information and team discussions, compilation that occurs in response to the communication that occurs that occurs with the agreement. Students are faced with open questions. Thus, there was a move message. The series of activities can be referred to as interpersonal communication (horizontal and vertical communication takes place).

Meanwhile, in exploring conversations that took place at Universities 3 and 4, the communication that took place was communication between lecturers and students using one direction (inspiring lecturers). This can be interpreted about it when the conversation is being conducted by the lecturer. Students respond or respond to inspiration from lecturers. Thus, the communication that is established becomes vertical. This is called the vertical communication model, which is communication that is marked by the distance between lecturers and students, such as superiors and subordinates.

In creating horizontal or interpersonal communication, knowledge and mental readiness are needed. Students' success is not solely determined by the students alone and the lecturer. In line with Calkins [20] he regretted that in most classrooms students were not taught to ask questions. At least students are motivated to ask questions but only ask them to answer questions. The idea for questions is a technical reason for developing students' thinking. Student empowerment and autonomy can be realized through encouraging students to ask questions so as to make students active. However, the lecturers' observations stated that the lack of courage of students in asking questions and a less serious attitude would affect their learning outcomes [22]. A similar sentiment was also conveyed by Pristiwati [15], that speaking ability is still low considering that students still find it difficult to follow comprehensively speaking courses as this is because every student does not share adequate abilities.

Interaction as a form of communication in the classroom is very fundamental, this is given an interaction that underlies everything that happens in the classroom [21]. Communication between the two parties determines the success of learning. This means that communication that is properly created is what facilitates students, such as students not feeling afraid, their ideas are valued, strengthening their performance, and so on. Teaching lecturers provide opportunities and facilities so that the process of building knowledge occurs easily. A student with the ability to build knowledge is his biggest investment in education [6]. Teaching is not just about the process of transferring knowledge from lecturers to students. In addition, a student's learning style needs attention [2]. In order for effective classroom communication, lecturers conduct learning in effective language. Effective language in this case is defined as the use of helpful language, instead of hindering the learning process [7].

5. CONCLUSION

Based on the communicative model in college¹ being discussed above, the conclusion was obtained that the communication model occurs in speaking learning at the colleges 1 and 2 used the horizontal or interpersonal communication model. While the colleges 3 and 4 tended to use the vertical communication model. The role of lecturers and students to learn to communicate is crucial in their achievement in communication. These verbal communication skills largely determine students' achievements in other fields.

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