



SPEECH TRANSFER PATTERNS IN FORMAL CLASSROOM

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Abstract:

This study aims to explain the patterns of formal conversation speech transfer in the Law Studies program at Wisnuwardhana University of Malang. This study is a descriptive qualitative one-site study. The results of the study include transaction patterns in the initial, core, and final activities of learning. Conversation patterns are divided into (a) transaction patterns, (b) speech transfer patterns, and (c) movement patterns informal conversations. The conversation strategy is divided into initiation, negotiation, and an elicitation strategy. The function of conversation is divided into the function of declaring, asking, ordering, and expressing feelings. The use of negotiation strategies, speech expressing apologies, and expressions of gratitude are new phenomena informal conversations.

Keywords: transaction patterns, speech transfer, conversation movements

1. Introduction

Language as a means of communication in the classroom has a transaction function and an interaction function. The function of a transaction occurs when one party presents a study/object related to factual material to the other party.

The function of interaction occurs when the lecturer solves problems together. In interacting with fellow class members, personal attitudes should be maintained to create harmony between participants. To solve problems in classroom learning is not only done by lecturers and students, but also between a student and another. It is strongly influenced by the learning methods and models chosen as lecturers' guidelines in planning, implementing, and evaluating learning.

The selection of learning methods and models determined by the lecturer can describe language activities in the classroom. These activities should be able to create lecturers to think critically, creatively, and analytically. The use of learning methods and

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models can affect the characteristics of students' language. By using a variety of learning methods and learning models can cause pleasure in learning. In essence, using various learning methods and models in classroom interactions has the same pattern, namely (1) initial activities, (2) core activities, and (3) final activities (Sinclair and Coulthard, 1978: 25).

The Research on Speech Transfer Patterns in Formal Conversations in Classroom was conducted at the Faculty of Law, Wisnuwardhana University of Malang with the consideration that (1) the students are diverse (multicultural), (2) having a democratic culture of communication, (3) having the potential to develop in a different direction. more dynamic, and (4) have qualified human resources, both students and lecturers. In addition, students of the Law Study Program have relatively the same language skills, so that the language used has distinctive characteristics. The language used in the classroom between lecturers and students or students and students is a conversational discourse that has its own characteristics. These characteristics can be seen in the use of terms to describe the elements/components of a sentence pattern based on law, both in the statutory text and other legal products. The terms used are (1) legal subject, (2) legal prerequisite, (3) act or legal action, and (4) surrounding situation. The speech transfer pattern in the conversation with the characteristics of the law-based language developed by the lecturers and students is understood as a discourse which indicates that the conversation that is built is related to certain types of communication. In the context of class interaction discourse, lecturers and students or students and students have direct conversations. This form of communication tends to be reciprocal because Mt (student) can respond directly to the speech of Pn (lecturer and student) or vice versa. In class discourse, Pn and Mt can provide feedback to each other and respond to the resulting speech. In the context of class discourse, the initiation and response and feedback spoke are the basic units of any class conversation discourse (Walsh, 2011: 35).

In its realization, the class conversation discourse is built by the elements that make up the structure of the conversation. Therefore, classroom conversation discourse (in this study) demands an active role for lecturers in implementing learning, namely (1) being able to create and maintain good communication practices, (2) being able to detect interaction patterns in communication, (3) able to modify speech, (4) able to carry out initiation, negotiation, and elicitation, and (5) able to correct mistakes made by students. Of the five roles, four features that commonly occur in interactions, namely interaction control, speech modification, elicitation, and error correction are characteristic of classroom conversation discourse (Walsh, 2006: 5, and Walsh, 2011: 23)

In the learning process in the classroom, all participants (lecturers and students) use language in their interactions to gain access to new knowledge, acquire skills, identify problems of understanding, make agreements, build and maintain relationships, and so on. The language used can perform several functions at once, namely seeking information, checking learning, offering advice, personal reflection, and so on (Walsh, 2011: 23). The components of class interaction conversation patterns consist of transaction patterns, speech transfer patterns, and movement patterns. Overall, the class interaction

conversation consists of several transaction units. Every transaction has several exchanges, each unit of exchange has several movements containing several speech acts. Classroom interaction conversation transaction patterns are grouped into three parts, namely (1) the introduction to creating emotional closeness, (2) the implementation of core learning activities for the transfer of new knowledge, (3) closing to end all learning activities. In the implementation of the learning activity, a conversation strategy is used which includes (a) an initiation strategy, (2) a negotiation strategy, and (3) an elicitation strategy. Each of these strategies can be carried out by question and answer, presentation, discussion, verification, confirmation, clarification, and assignments, according to the topics/material discussed and the learning model that has been determined. With various strategies used in learning, various speech functions can appear.

An initiation strategy is a trigger speech that acts as a conversation starter. Initiation is followed by a response or response, both verbal responses, cognitive responses, and nonverbal responses (Rosidi, 2009: 4). Negotiation strategy is a speech used by participants in class interactions to solve problems of differences in understanding scientific concepts related to learning topics. In class conversation discourse, negotiation is a means as a strategy to obtain certainty about an understanding of learning material (Fathurrokhman, 2009: 7). Elicitation strategy is defined as a means or a product creation in expressing opinions to get a response from Mt. The elicitation used by lecturers and students aims to stimulate responses about topics that are studied together.

Several previous conversational studies that used pragmatic approaches, communication ethnography, and conversation analysis include Wennerstorm (2003), Tannen (2007), Jumadi (2005), Hudiyono (2007), Arifin (2008), and Ardianto (2012). Some of these studies have similarities and differences in the object being studied. Wennerstorm (2003) examined the flexibility of language use, self-belief, and ethnic identification in-class conversations. Jumadi (2005) focuses on power representation in teacher speech acts which consists of the directive, assertive, and expressive speech acts, while Tannen (2007) examined the relationship between conversation style and the education level of New Yorkers. Hudiyono (2007) focused on the research being conducted on the structure, strategy, and function of instructional conversation at MTsN 1 Malang. Soleh (2009) focused on the representation of forms, strategies, and functions of students' language politeness in academic discourse. Wahyuniarti (2011) conducted a study focused on the form, function, and meaning of teacher elicitation in classroom discourse. Ardianto (2012) with a research focus on the form, function, and speech act strategy of the teacher directive in the discourse of class interactions for deaf children. Based on this explanation, the research entitled *Speech Transfer Patterns in Classroom Conversations* is worthy of research. The purposes of this study were to describe (1) the pattern of transactions in the discourse of speech (2) the patterns of speech transfer in the conversational discourse, and (3) the patterns of movement in conversation.

2. Literature Review

2.1 The Theory Underlying Speech

In conversational discourse, we always encounter an exchange of roles between participants which is called turn-taking. Speech transitions that occur in conversations are an important requirement for speakers and speech partners. This will lead to an exchange of the roles of participants in the conversation, namely between the speaker and the listener. A conversation can occur if several people in it take turns talking to each other.

Howe, (1983: 3-12), and Rani et al. (2006: 201), said that officially speaking transfer in conversation is not regulated, both in speech. The transition of speech from speaker and listener occurs naturally based on mutually agreed norms. The norms in question also have no written rules. However, there is still a difference between speech transfer in class (formal) conversations and general (non-formal) speech transfer. Interpretation of speech in class conversations occurs naturally according to the learning that should be. This is different from the transfer of speech in court hearings, sermons, seminars, and so on.

3. Method

This research on Speech Transfer Patterns in Formal Conversation in the class is a descriptive study using a qualitative one-site approach, because (1) the research was conducted in a natural setting, (2) the researcher was a key instrument in data collection and analysis, (3) this research was description, (4) speech as the main research data, and (5) the study was carried out only in one place (Bogdan and Biklen, (1982: 27-30); Creswel, (2007: 35-37), Miles and Huberman, (1992: 137-224).

The data sources of this research are lecturers of the Indonesian Scientific course and 25 students of the fourth semester of the Academic Year of 2018/2019, Law Study Program, Faculty of Law of Wisnuwardhana University of Malang who program and participate in the Indonesian Scientific course. The research data obtained are in the form of verbal and non-verbal lectures from lecturers and students. The data collection technique was carried out by recording and field recording. Recording activities are carried out using two tools, namely a camcorder and a tape recorder. The recorded data are described, described, grouped, coded, then analyzed, and finally summarized.

Researchers as the main instrument carry out activities as a whole, both in data collection and in data analysis activities. The activities carried out by the researcher began with data collection, describing, classifying, selecting, assessing, determining whether the data collected met the requirements for analysis. check data, make provisional conclusions, perform triangulation, and conclude the final results of the research. In data collection activities, researchers used a guide that contains indicators of patterns of transfer of speech informal conversations in class according to the focus of the study.

The data of research is in the form of speech from lecturers and students as verbal data and context as non-verbal data. In addition to verbal and non-verbal data, field notes

were used. Verbal data is in the form of transactional and interactional speech between lecturers and students one with another student who is taking the Indonesian Scientific course. The form of the speech is in the form of words, clauses, and sentences used in transacting and interacting in class, while the non-verbal data is the context and kinesics that accompany the speech of all participants in interacting. The choice of lecturer and student speech as the source of data is because their language in the classroom relatively meets the requirements of formal language.

Data analysis was carried out inductively using an interactive model as suggested by Miles and Huberman (1992: 15-20). Data analysis used in this model includes four stages, namely (1) data collection, (2) data reduction, (3) data presentation, and (4) verification or triangulation. Each of them is described in the following.

First, to collect data the researcher made observations for the implementation of field recording and recording. Activities at this stage obtained notes on the results of observations, transcriptions, and recorded descriptions, as well as field notes about class conversation discourse in the learning process.

Second, the data reduction stage. Activities at this stage are carried out by describing, identifying, grouping, coding, and selecting. Each of them is entered into the data format regarding transaction patterns, speech transfer patterns, and speech transfer patterns. The codes are as follows. Code/trans / to indicate that the data is used as material for class conversation transaction pattern data analysis. Code / AT / to indicate that the data is used as material for data analysis on speech transfer patterns in conversation. Code / GA / to indicate that the data is used as material for data analysis of speech transfer patterns in the conversation. Besides, data are also coded according to the technique of obtaining it, namely (RH) for data obtained using a camcorder, (RK) for data obtained using a tape recorder, (CL) for data from field notes. For example, the coding is (BIK / Struk / RH-CL / 01).

Third, the stage of presenting and discussing data. Reduced and organized data are presented in the form of classroom conversation discourse, numbered according to the focus of the study. The data that has been presented is analyzed, interpreted, and concluded temporarily in accordance with the theoretical basis used.

Fourth, the verification stage and drawing conclusions. Activities at this stage in addition to interpreting the verbal data presented also pay attention to nonverbal data obtained through field notes to provide an interpretation of verbal data. To obtain stability and correctness in analyzing research data, data triangulation, theory and research results were conducted. First, data triangulation was carried out in three stages, namely the triangulation of sources, methods and researchers. Second, triangulation of the theory is done by presenting the research findings and then cross-checking them with the dimensions of findings of the structure, strategy, and function of speech in conversation. Third, the triangulation of the results is carried out by confirming and confirming the research findings to the supervisor

4. Results

Based on the results of the exposure and data analysis, it was known that the Interaction Conversation Discourse of the Indonesian Scientific Course Class at the Department of Law at Wisnuwardhana University Malang includes (1) speech transfer transaction patterns, (2) speech transfer patterns (3) movement in speech transfer. Each of them is described as follows.

4.1 The Pattern of Transfer-Transactions in Formal Conversations in the Classroom

Conversation structure consists of (a) transaction structure, (b) speech transfer structure, and (c) movement structure in conversation. The transaction structure contains initial activities, core activities, and final activities. Types of speech, speakers, types of speech, and goals.

The speech on the initial activities in each learning can be seen in Table 1 below.

Table 1: Types of Speech, Speaker, Kinds of Speech, and Objective in Early Learning Activities

No.	Types of speech	Speaker and kinds of speech	Goals
1.	Regards	1. Lecturer greeted; students answered greetings. 2. Greetings were spoken in various ways.	1. As a sign that learning began immediately. 2. Students adhere to various religions and cultures (multicultural)
2.	Pleasantries	1. If the lecturer preceded the speech, it was done with questioned and answered about the student's condition and health. 2. If students preceded the speech, it was done by asking about the material to be discussed.	1. Lecturers took an emotional approach with students 2. Lecturer and student showed the familiarity.
3.	Introducing the topics	Notification of the material which would be discussed and improved the material that had been previously studied, as a perception.	As a strategy to prepare students for more on learning activities that must be followed and undertaken to achieve goals.
4.	Question and answer	Questions were carried out as an initiation to students.	A positive response was expected.

Speech transfer transactions in the initial greeting activities from the lecturer, pleasantries between students and a lecturer, introducing topics, and question and answer as an initiation (apperception). Greetings that were spoken to initiate learning in class can be likened to greetings that must be understood in a context of the existence of a series of possibilities that exist and live in the traditions of society. Duranti, (2000: 264). To initiate a learning activity, in addition to being a sign of the start of learning, greetings are also used by teachers/lecturers as a means of building a religious atmosphere in the classroom (Hudiyono, 2007: 95). Greetings in the discourse of classroom interaction conversation can be said by teachers or lecturers and students.

The speech on the core activities in each lesson can be seen in Table 2 below.

Table 2: Types of Speech, Speaker, Kinds of Speech, and Objectives in Core Activities in learning

No.	Types of speech	Speaker and kinds of speech	Goals
1.	Questions	1. Give each other questions and answers between the lecturer and students. 2. The lecturer's questions were evaluative, while the student questions were elicitation.	1. To provoke students' responses to be actively and creatively involved, but still humanist in learning activities 2. Provide opportunities for students to use their knowledge and experience 3. Train students to dare to ask questions and express problems 4. Improve students' language skills
2.	Assignment and Discussion	1. Lecturer gave assignments that were individual and group. 2. Assignments were given in the form of projects and portfolios. 3. Students presented the results of the group discussion.	1. Obtaining students' responses 2. Training students to be responsible for learning. 3. Improving students' ability in writing scientific papers. 4. Students were trained to express and defend opinions.
3.	Verification and Clarification	This activity was carried out by the lecturer and students in the form of questions and answers individually, in groups, and classically.	1. To check and strengthen students' understanding of the lecture material. 2. Students' understanding was presented in the form of the verb and nonverbal (paralinguistic).

Conversation in the core activities of learning is the main activity that is very important to achieve goals. In these activities, there were several activities carried out in the classroom by using various methods and learning models chosen by the lecturer to maximize students' participation. It aims to make the communication process multi-directional to scan the domination of the lecturer in its implementation. If it is true in carrying out the steps in using the method and model, then speech transfer will occur as seen in Table 2 above. With the questions asked, the lecturer tried to give students the opportunity to answer in the good and correct language, training in expressing problems. The assignments and discussions train students to be responsible, express and defend their opinions. Meanwhile, verification and clarification aim to strengthen student understanding. In the three activities, there is always a transfer of speech between the participants.

The speech on the final activities in each lesson can be seen in Table 3 below.

Table 3: Types of Speech, Speaker, Kinds of Speech, and End Activities' Purpose in Learning

No.	Types of speech	Speaker and kinds of speech	Purposes	Data
1.	Confirmation	Performed after the lecturer explained by giving open questions classically.	As a way to find out whether the material being studied has been understood by students.	Data [8] of speech (1) and (6)
2.	Elicitation	This activity was carried out by students in the form of questions.	To obtain certainty to ensure his understanding of the material described by the lecturer.	Data [8] of speech (1) and (4)

3.	Negotiation	This activity was carried out by the lecturer and students by giving responses to each other.	1. Means for agreeing on the answers given. 2. To mediate if there were differences of opinion between students.	Data (8) series of speech (1) to (7)
4.	Verification	This activity was carried out by lecturers and students in the form of questions and answers.	1. To check and strengthen students' understanding of the lecture material. 2. To provide understanding conveyed in verbal and non-verbal (paralinguistic).	Data [8] speech (6)
5.	Conclusion	Confirmed together at the final activity.	So that students' understanding of the lecture material was permanent.	Data [8] speech (5)
6.	Pleasantries and greetings	Conducted by lecturers and students gave a response.	1. To give reward to students so that they enjoy participating in language learning. 2. As a sign that learning will end soon.	Data [8] of speech (6) and (7)

To end the learning process, the lecturer and students carried out activities together. It means that the lecturer always involves students in determining or deciding something. It can be seen in the types of speech that occur in class as shown in Table 3, namely (1) the presence of confirmation speeches carried out by the lecturer. (2) elicitation conducted by students. (3) negotiation between lecturers and students, (4) joint verification between lecturers and students, as well as conclusions and pleasantries to end conversations and learning.

The speech transfer structure found in this study was patterned (1) question-answer, (2) questions, (3) statement-question, and (4) statement-command. These patterns are described in Table 4 below.

Table 4: Pattern of Speech Transfer in Formal Classroom Conversations

No.	Pattern	Form of Speech	Function	Data
1.	Question-Answer (Q-A)	A question sentence uttered by the lecturer and the students' answer as a response.	1. An interrogative sentence as an initiation (starter). 2. As a tool to provoke a response. 3. Expect two-way communication.	[9] speech (1), [11] speech (1)
2.	Questions (Q - Q)	lecturer and students question and answer each other.	4. As an initiation tool. 5. As an elicitation tool.	[11] of speech (1) - (6)
3.	Statement - Question (S - Q)	An explanation of 4 sentence patterns in a legal language consisting of surrounding situations, legal requirements, legal subjects, and legal actions/acts that must be contained in the sentence.	1. Exposure as an initiating/ initiating tool. 2. Clarify students' understanding of legal language sentence patterns 3. To provoke student response.	(12) speech (1) and (7)

4.	Statement - Command (S - C)	1. The lecturer repeated the explanation that has been delivered. 2. Students asked the lecturer to repeat the explanation of the material.	1. As a tool to check and strengthen student understanding of lecture material. 2. As a tool to ensure understanding of the material.	[13] speech (1) - (4)
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The motion structures found were (1) opening motion, (2) answering motion, and (3) follow-up motion. Each of the speech motion structures in WPIK is described in Table 5 below.

Table 5: The pattern of Transfer of Speech in Formal Conversation in classroom

Motion	Action	Function	Realization
Opening	Marker / Starter	Conversation starting limit	Shall we get started, ready?
	Stimulus	Giving encouragement	Today we will discuss the language of the law.
	Information	Giving information	Since the 2000s, the language of law in Indonesia has been widely discussed/researched.
	Encouragement	Giving enthusiasm/motivation	What is language?
	Elicitation	Get opinions	What is / how can the language convey the message?
Answer	Reply	Ask for confirmation	Sorry sir, please explain between languages in linguistic studies!
		Giving answers indirectly	As previously stated that ...
	Elicitation	Get opinions	How to arrange legal products that are understood by the public?
	Reply	Answer	Of course, it must be arranged in language that is easy to understand.
Follow-up	Comment	Answer	Nothing, the more clauses, the clearer, as long as it doesn't confuse it.
	Assessment	Assess	Yes, there are two interpretations. Yes ... yes
	Praise	Praise	I want to be like this and it's amazingly interesting.
	Receive	Receive	Yes ... yes ... produced by human speech tools.

Based on the description of the research results in tables 1 - 5 it can be concluded as follows. First, the structure of the Discourse on Class Interaction in this study can be formulated. The initial activities consist of (1) the use of greetings, (2) pleasantries, (3) introducing the topic, (4) requests/requests, and (5) initiation. The core activities consist of (1) explanation/presentation of the material, (2) question and answer/discussion, and (3) verification and clarification. Furthermore, the final activity was divided into (1) elicitation, (2) material confirmation, (3) negotiation, (4) assignments, (5) conclusions, and (6) greetings. Second, the use of various initiatives aims to make learning more varied

and humane, to create a pleasant learning atmosphere, and to involve students more actively in using language. Thus, speech transfer patterns and movement structures in conversation are also more varied. The four patterns found in the WPIK structure are Q-A (Question-Answer), Q-Q (Question-Question), Q-Q (Questions-Questions), and Q-C (Question-Command), while the motion structure found in the movement of opening, motion in response, and motion to follow up.

5. Conclusion

Speech transfer patterns in classroom interaction conversations can be recognized at the beginning, core, and end of learning activities. Based on the data obtained and the results of the analysis, the following description is obtained. The initial activity contains greetings, initiations, and introduction to topics. The core activities consist of material exposure, question and answer, discussion, verification, and clarification. Meanwhile, in the final activity, there are elicitation, response/response and negotiation, confirmation, verification, conclusions, pleasantries, and greetings. From these activities, there are four patterns of speech transfer, namely: (1) Question-Answer, (2) Questions, (3) Statement-Question, and (4) Question-Command.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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