

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

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BANDAR LAMPUNG UNIVERSITY
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May 20,21 2016

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COMMUNICATION THEORY: RITUAL CONSTRAINTS USED IN ENGLISH CLASSROOM INTERACTION AT TENTH GRADE STUDENTS OF SMK YADIKA LUBUK LINGGAU

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Abstract

This research aimed to investigate what are the ritual constraints used and how the ritual constraints are expressed in the English classroom interaction at the tenth grade students of SMK YADIKA Lubuklinggau. Method applied in this study was descriptive method. The result of this research was hoped to be useful for teachers and students in teaching and learning process. It gave an input in teaching to emphasize classroom interaction effectively both enhance student achievement and more motivated students in solving the psychology problems, conceptual understanding with the result that the interaction between teacher and students are smooth and yield good feedback each other. Based on the result of data analysis there were four ritual constraints found: (a) ritual constraints in opening/ closing (b) Ritual constraints and backchannel signals, the teacher used verbal backchannel signals such as okay, yeah, and well. Beside, the students used ritual constraints and backchannel signals by using nonverbal backchannel signals such as: eyes contact and body alignment such as stand up and waving their hand. (c) Ritual constraints and turnover signals, the interaction between teacher and students gave signals by giving gaps/ small silences such as, slowing tempo, and falling intonation. (d) Ritual constraints and Grice's maxim (relevant), the student gave signals to answer the question relevantly without any other information; and ritual constraints and Grice's maxim (clarity), teacher demanded the students to be brief and orderly.

Keywords: Communication Theory: Ritual Constraints, English Classroom Interaction.

1. INTRODUCTION

Each language, of course, would differ in exactly how the constraints are met, and the ways in which the constraints are met should vary according to the communication (Goffman cited in Hatch, 1992:6). Since the constraints are universal, they should appear in all types of communication and in all languages includes in Indonesian classroom setting among teacher-student, student-student, and students-students. Indonesian people have ways in expressing the ritual constraints used in communication.

The researcher observed by interviewing the English teacher and students of SMK YADIKA Lubuklinggau, it was found that there were two factors which make the students are motivated to learn in classroom, they were teachers' teaching interest and classroom interaction. First, teachers' teaching interest, the students were not interested in teaching learning through textbook. They will be excited if teacher uses videos, the coloring pictures, magazines, or newspapers. The second was classroom interaction, they will be motivated to learn when teacher have a good interaction, such as teacher begin the lesson by asking and giving opinions about the lesson in learning.

From the observation above, it is clear that classroom interaction is the crucial thing for students to motivate them in learning and sharing their difficulties. It can be concluded students just need a comfortable and safe guarantee. It is called effective classroom interaction, in order there are interruption, feedback and explanation between teacher and students in teaching and learning process. Besides, if there is no effectiveness classroom interaction, students become passive and they cannot share their problems in understanding the lesson. They are always wondering about their ability to convey their opinion about the lesson. They never try to do optimally. They have low in motivation because they are lack of chance to convey their ideas. One source of conflict in classroom occurs when teachers do not agree with students' judgments about the appropriate amount of effort to expend on school tasks (Tollefson, 2000:15). On his Journal, Tollefson (2000:15) adds that teachers value effort expenditure even if students are not successful. Students who do not try because they fear failure are placed in a very difficult position. Their behavior angers teachers; however, it protects them from the shame that is

associated with expending maximum effort and failing and the consequent attribution of low ability and expectation of continued failure.

Classroom interaction that is created by teacher and students are very needed to build student's motivation in following teaching and learning activities. By having interaction, the students will have the courage to express themselves. They are self-confidence to develop their ability. It means that the students are appreciated in every activities of classroom by teacher and their friends. As Tollefson's on his journal (2000:1) states that with the current interest in America's schools and the achievement of American students, attention is once again focused on students and teachers and how they interact in schools.

In line with the background above, the researcher had a great interest to investigate a research entitled: **"Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK YADIKA Lubuklinggau"**.

2. MATERIALS AND METHODOLOGY

2.1 MATERIALS

A. The Concept of Ritual Constraints

Goffman divided these communication constraints into two types: *system* constraints, the components required for all communication systems, and *ritual constraints*, the social constraints that smooth social interaction. Furthermore, Goffman in Hatch (1992) calls ritual (or social) constraints. These constraints smooth social interaction and interact with the system constraints. In the other hand, ritual constraints reveal the system of social markers that allow communication to flow in an appropriate way.

Goffman in Manning (1989:3) defines ritual in two ways: as the smooth running of everyday encounters and as the honoring of the selves who people them. Rituals - are essential social activities that are carried out in a predetermined fashion (Mascarenhas, 2009:3). According to C. Bell (1997:1) rituals not only regulate the relationships between one another in a community but also between people and their natural resources.

B. Understanding Human Communication

The word communication is derived from the Latin verb "communicare", which means "to share" or "to make common". That derivation provides one half of the English meaning of communication (Coates, 2009:13). Henceforth, Lyons (1977:32) appends the words 'communicate' and 'communication' are used in a fairly wide range of context in their everyday, pre-theoretical sense. It connotes that communication is an activity that has feedback between one and another to convey questions, ideas, information, suggestions, critiques etc.

C. Ritual Constraints in Highlight Cross-Cultural Differences in the Interaction

There are eight system constraints to be universal in all human communication:

1. Ritual Constraints in opening/ closing

In all communication, there must be ways to show that communication is about how to begin, and ways to show that it is about to end. Hatch (1992:47-48) states that in some cultures, Americans are often seen as rude and uncaring because their opening greetings are fairly short. In contrast, greetings in Indonesian tend to be long and full platitude. Closings also differ across languages and cultures. Hatch (1992:48) says that in some languages, every person in the group must be spoken to in the closing. In other social group, one can take leave with mainly nonverbal signals.

2. Ritual Constraints and Backchannel Signals

There are signals that a message is getting through in system constraints, such as: eyes contact, head nods, smiles, and body alignment. The examples of back channel could be in term odd noises like "uuhmm", "yeh", and "yerright"- backchannel feedback that encourages the speaker to continue. These signals do not take the turn away from the speaker.

3. Ritual Constraints and Turnover Signals

Hatch (1992:52) supposes that in communication, we expect to receive our fair share of turns at talk. Turnover signals or turn taking signals allow for a smooth exchange of turns. The gaps, or small silences, between turns at talk also differ across language and culture groups.

4. Ritual Constraints and acoustically Adequate& Interpretable Messages

While all communication operates under the system constraints of acoustically adequate and interpretable messages, there is a good deal of leeway as to what constitutes an adequate message (Hatch, 1992:55). It requires ungarbled and interpretable message that have to be "hearable". Two ways in dealing with difficulty adequate and interpreting message because of their language level competence: fake it and use backchannel cues to let the speaker know we do not understand.

5. Ritual Constraints and Bracket Signals

Bracket signals are used to show that parts of the message, “side sequences”, are not right on-line with the message of the moment. To show that the conversation is cut by other action, speakers sometimes use “by the way”, “anyway” or “incidentally”.

6. Ritual Constraints and Nonparticipant Signals

Nonparticipant constraints is where we are not in group of conversation and trying to get into the conversation. There is one strategy used to move from non participant to participant status that is to repeat parts of what one overhears in the ongoing communication.

7. Ritual Constraints and Preempt Signals

Preempt signals are the condition where we are in a part of conversation but want to stop or interrupt the conversation. When we give a preempt signal, we expect those already engaged in a conversation will judge that we have a right to interrupt the conversation-that we will not be seen as rude (Hatch, 1992:60). In a conversation, nonverbal signals are also used such as: leaning forward, shifting, forward in our seats, opening our eyes wide, raising-eyebrows, waving a pencil in the air, etc.

8. Ritual Constraints and Grice's Maxims

a. Relevance

Hatch (1992:61) states that listeners will judge our talk not only as *relevant* but also as a valuable contribution to the theme of the conversation. Maxim of relevance required the speaker to be relevant.

b. Truthful

We also expect that contributions to a conversation be *truthful* – the speaker says what he or she believes to be true (Hatch, 1992:61).

c. Quantity

The maxim of *quantity* differs greatly among language and social groups. The allowable quantity of talk relates, of course, to turn taking (Hatch, 1992:62).

d. Clarity

Hatch (1992:62) states that there are also social consequences linked to the notion of *clarity*. Maxim of clarity requires the speaker to avoid obscurity of expression and ambiguity. Maxim of clarity demands the speaker to be brief and orderly.

D. Classroom Interaction

Classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms (Richards, 2002:74). The teacher influences the learners. Interaction can go straight harmoniously or it can also be in confusion. According to Dagarin (2004:6) interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important a part as language does. This holds true for a classroom as well as for other social situations. The one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers give explanation, asking questions, giving instructions, and so on. The teacher does not only use language (verbal communication) for these functions, but he or she demonstrates and uses non-verbal communication/ mime a lot.

2.2 METHODOLOGY

The researcher used qualitative study with descriptive method. According to Donald, (2010:440) descriptive method describes events as they naturally occur. It involved in describing, analyzing, and interpreting of condition that exists.

3. RESULTS AND DISCUSSION

It founded that in the recording of English classroom interaction, there were four types of ritual constraints are used and expressed in the English classroom interaction, and they were:

1. Ritual constraints in opening/ in closing

The teaching learning process was begun by teacher with a greeting. The teacher expressed her greeting by saying *Assalamu'alaikum* (May peace be upon you). This greeting is the common verbal greeting used among Indonesians as Muslim and is considered the equivalent to *hello* or *hi* as greeting. Then, the teacher stand in front of students in the classroom and used her eyes contact for all students while saying, “Good afternoon,” as signal the meeting in the middle of the day (11 AM to 2 PM). The student showed enthusiasm for being greeted responds, “Good afternoon,” in return the teacher greeting. The teacher continued her greeting for students; she expressed her feeling nice to meet the students with happy face. She also asked the students condition to express her caring to the students before begin to transfer the lesson.

Teacher expressed the ritual constraint in closing by using pre-closing signals “well”, “so”, and “by the way” with falling intonation. She gave compliment to the students as reward for good interaction in studying with her. It signals that her meeting was ending soon for students. She made clear the conclusion of classroom meeting by

asking a question about the material lesson that has been discussed to students. When the students answered the question rightly with one voice, she continued used pre-closing signals “okay”. In addition, she informed the students about the material lesson for the next meeting to complete her closing. She also gave advice and suggestion for students. Finally she said thank you to show her last appreciation, even if it was just farewell daily classroom meeting.

2. Ritual constraints and Backchannel signals

Teacher tended to use questioning to ensure that students were equipped with facts and procedures. The teacher’s role was to demonstrate and explain while the role of the student was to memorize and practice. In such questioning the emphasis is on obtaining the right answer, and questioning tends to move at a brisk pace. Teacher called the name of student Yuraji to get the response/ feedback. She tried to check the concentration of Yuraji. The student responded the teacher’s question well by explaining the meaning of preference. Teacher expressed Yuraji’s question with verbal backchannel signals: yeah, okay and well. Furthermore, teacher also expressed Yuraji’s question with nonverbal backchannel signals: head nods and eyes contact. The used of verbal and nonverbal backchannel signal were expressed by teacher as her appreciation of students’ opinion/ idea.

3. Ritual constraints and Turnover signals

Teacher gave a question with the emphasis is getting the answer of students, and she wanted to let the students participate in the interaction. The question of teacher is recitation activity questioning. This occurred between presentation segments of lessons, during in which teachers were going over the material, board work lessons, and in the process of preparing students for assignments. In this interaction, teacher also expressed signals to turnover of students. The turnover signals expressed such as giving a tiny gap with falling intonation between turns as on cue to the students participated what the teacher’s explaining.

4. Ritual constraints and Grice’s maxims (relevant and clarity).

The interaction between teacher and students, the responds/ contributions of students’ answer were relevant to the teacher. The answer related to the teacher’s question, not talking about something else (relevance).

In English classroom interaction showed that when the teacher called her student to ask: how many choices expression are there?. The student answered the question coherently. Then, teacher tried to get clarity for avoiding obscurity of expression and ambiguity. She requested the student mentions and writes the three choices expression on the whiteboard, in order that the answer was brief and be orderly. Teacher tended to use a question to ensure that students were equipped with facts and procedures (clarity).

4. CONCLUSION

Based on the results and discussion of the research that have analyzed about the communication theory: ritual constraints used and expressed in the English classroom interaction at the tenth grade students of SMK YADIKA Lubuklinggau. The researcher writes the following conclusions:

1. There were 4 (four) types ritual constraints used in the English classroom interaction on tenth grade of SMK YADIKA Lubuklinggau. They were ritual constraints in opening, ritual constraints and backchannel signals, ritual constraints and turnover signals, and ritual constraints and Grice’s maxim (relevant and clarity). The dominant type of ritual constraints were used by the participants (teacher and students) in the English classroom interaction on tenth grade of SMK YADIKA Lubuklinggau was ritual constraints and backchannel signals (verbal and nonverbal backchannel signals).
2. The ritual constraints expressed in the English classroom interaction on tenth grade of SMK YADIKA Lubuklinggau were as followed:
 - a. Ritual constraints in opening/closing expressed were the teacher gave greeting with a Moslem style (Assalamu’alikum), asked the students condition, asked the students absent, and tell the material that would be discussed. In addition, student who presented the material in front of class also used ritual constraints in opening by saying Assalamu’alaikum and asking her/ his friends condition as a greeting. Ritual constraints in closing, teacher gave signals by giving pre-closing signals such as well, yeah, okay and by the way, asking a question about the material, giving the compliment, telling the next material and the last, saying Wa’alaikumsalam. In the other hand, student used ritual constraints in closing by asking his/ her friends about the material that has been discussed, giving pre-closing signals, and saying Wassalam.
 - b. Ritual constraints and backchannel signal expressed were the teacher used verbal backchannel signals such as okay, yeah, and well. Beside, the students used ritual constraints and backchannel signals by using nonverbal backchannel signals such as: eyes contact and body alignment such as stand up and waving their hand.
 - c. Ritual constraints and turnover signals expressed were the teacher gave signals by giving gaps/ small silences such as, slowing tempo, and falling intonation.

- d. Ritual constraints and Grice's maxims expressed were the students gave signals to answer the question relevantly without any other information (relevance). Moreover, the teacher demanded the students to be brief and orderly by asking the student to give an example after the student explained the definition of reference (clarity).

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