



The Participants' Structure of Students' Listening Class in the English Department

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Abstrak

Struktur partisipasi mempelajari tentang tipe struktur partisipasi dalam proses pembelajaran. Tipe ini bertujuan untuk mengetahui model pembelajaran yang di gunakan pada saat pembelajaran berlangsung. Apakah mahasiswa menyukai model yang digunakan pada saat proses pembelajaran? Oleh karena itu, penelitian ini fokus untuk menemukan dan menguraikan tipe struktur partisipasi siswa kelas mendengarkan pada jurusan bahasa inggris. Penelitian ini menerapkan pendekatan antropolinguistik yang berfokus pada performa dan ujaran mahasiswa. Pengumpulan data menggunakan observasi dan rekaman menggunakan audiovisual. Setelah mengumpulkan data, analisis data menerapkan model interaktif dengan tiga tahapan: kondensasi data, penyajian data, dan menyimpulkan atau menggamparkan verifikasi. Hasil penelitian ini menunjukkan bahwa mahasiswa kelas mendengarkan menerapkan tipe pertama dalam struktur partisipasi. Dari tipe ini, mahasiswa tampak lebih percaya diri dalam mengekspresikan opini mereka, menikmati perkuliahan, dan menunjukkan sopan santun kepada dosen. Tipe ini sangat tepat untuk di terapkan dalam proses pembelajaran karena hal itu dapat membuat mahasiswa senang dalam belajar. Sehingga, mereka dengan mudah memahami materi pembelajaran.

Kata Kunci: Struktur Partisipasi, Mendengar, Anthropolinguistik, Jurusan Bahasa Inggris.

Abstract

Participant structure is learning about the type of participant structure in the learning process. This type aims to know the learning model used in the learning process. Do the students enjoy the model used in the learning process? Therefore, this research focuses on finding and describing the type of students' participation structure in listening classes in the English Department. This research employs the anthropolinguistic approach, in which the focus is on participants' performances and utterances. Data collection uses observation and open-ended interviews. After collecting data, data analysis is employed in an interactive model with three steps: data condensation, data display, and conclusion/drawing verification. The research result shows that the students' listening classes apply the first type of participant structure. From this type, students look more confident in expressing their opinions, enjoying the class, and showing courtesy to the lecturer. This type is very suitable to be applied in the learning process because it can make students happy in learning. So that, they easily understand the learning material.

Keywords: Participant Structure, Listening, Anthropolinguistics, English Department.

INTRODUCTION

Participants' structure regarding the participation of participants in the activity or performance. Participant structure is an activity carried out by a group of people face-to-face. The participants' structures are members of communication activity. It is essential in achieving good communication. (Duranti, 1997) States that the speaker as a participant means to move beyond speech and event beyond speech as action to include the fuller experience. It means to be a member of a speech community. The statement means that a member of the speech community must be able to relate speaking activities with the experience possessed by the speaker. They must have competencies that are useful in establishing good relations between participants. The good participants determine good participation.

During the learning process, the lecturer and students interact highly. They share the information related to the topic or material, such as questions, statements, or responses to the lecturer's explanation. The lecturer must be able to provide an explanation that can grow and increase students' interest. This interest is reflected in the attitude students take when responding. The students will answer the question and provide input or comments on the learning topic if they understand. Conversely, the lecturer must provide direction and instruction to students so that the learning process is carried out correctly. (Lubis, 2019) States that a good lecturer should know and be able to manage the classroom to have a good learning process. The lecturer must be active by paying attention to all students in the class. A calm, comfortable, and relaxed classroom atmosphere will make students more focused on learning, especially when studying listening subjects. In learning the listening subject, students must focus on hearing the audio being played to understand the materials. Listening plays a significant role in daily activities. Good listeners will give a good response and communication. (Nor, 2015) State that listening is an essential language skill. Listening can produce language like writing and speaking through vocabulary. Then, listening skills can build relationships, interpret information, and send messages.

Besides that, the students and lecturer were discussing the materials together. The lecturer gave some questions, and the students tried to answer related to the topic. Sometimes, the students also ask the lecturer some questions, give comments, and critique if the lecturer makes a mistake in his/her explanation. This interaction will make the class more engaging. They will produce good communication from the interaction. Listening is one of the English language skills. (Hamouda, 2020) State that one of the most valuable English skills is listening. Listening can build vocabulary and language proficiency and improve language use. On the other hand, listening means paying attention to the words, pronunciation, rate of speech, and language use, which means understanding the speaker's message. It is the first skill that is a primary vehicle in language acquisition. As we know, people can understand the meaning of what they say by listening to the message. (Barjesteh & Ghaseminia, 2023) State that listening is a demanding skill for English students and teachers. The teacher finds the challenging skill in teaching listening in a natural setting. (Hadijah & Shalawati, 2016) States that the ability to listen means the competence to comprehend or transfer information in listening activities. It also contributes to written and oral communication. Besides that, Buck (2001) in (Hadijah & Shalawati, 2016) State that two types of knowledge are used in listening: non-linguistic and linguistic. Non-linguistic knowledge is related to the topic, general knowledge, and context. Linguistic knowledge is related to students' ability to understand or comprehend phonology, syntax, semantics, discourse, etc. (Renukadevi, 2014) States that listening can awaken language awareness. It is the first skill that develops human beings, especially language ability. In communication, listening can help learners to understand the language. Listening competence is the most significant aspect of communication. It provides substantial and meaningful responses.

(Philips, 1983) in (Guilfoyle, 1988) states that there are four basic participant structures in the classroom, each of which differs in the number of students interacting with the teacher, the non-verbal

structuring of attention, and the principles used in regulating student turn at talks. This means that the interaction between the lecturer and students in communicating task precedence, interacting among students, will show that the students lack self-confidence in communicating. It is different from the (Shabani, 2023) argument that there are three types of participant structure in the effectiveness of incidental FonF instruction, namely: small group, individual, and whole class. Participation is a dimension of speaking with grammatical roots, as shown by the work on deixis and metalinguistic or metapragmatic frame. Participation is an essential dimension of the study of speech communities. (Duranti, 1997) divides the three units of participation according to three authors: participant structure (Philips, 1983) in (Guilfoyle, 1988), participant framework (Goffman, 1981), and participant framework (Goodwin & Angeles, 1981). Participant structure is the study of a particular type of encounter or structural arrangement of the interaction.

In the education context, (Philips, 1983) in (Guilfoyle, 1988) State that participant structure means that the teachers use different participant structures or ways of arranging verbal interaction with students to communicate various types of educational material and provide variation in the presentation of the same material to hold children's interest. (Goffman, 1981) States that the participant's structure or participants' framework, refers to everyone within the perceptual range in the mentionable event. (Nafisah et al., 2024) State that students' participation, even a group or individual, is widely acknowledged as beneficial to students and institutions. (Philips, 1983) in (Guilfoyle, 1988) Describes four basic types of participant structure. The first type involves the entire class interacting with the teacher and, therefore, excludes any other type of interaction. The teacher selects a particular student to speak to or the entire class. The variant of the model is the structure in which a student takes over some of the teacher's prerogatives and addresses the whole class. The second type of participant is the small group. The teacher engages in focused interaction with a portion of the class. It is usually five to ten students in one group. The students who do not interact with the teacher are instructed to do individual work at their desks. The third type is the one-to-one involvement between the teacher and a single student. It usually occurs during the periods when all the students are focussing their attention on their desk work. Sometimes, students ask the teacher about the topic by raising a hand or approaching the teacher at their desk. The fourth type is quite different from the other three, namely, desk work. Desk work is when a student works on some written material at their desk. It is not interacting with the other students in the classroom. On the other hand, (Seifert & Sutton, 2003) Argues that the participant structure is a set of rights and responsibilities expected from the teacher and students during the learning activities. Sometimes, the lecturer explains it explicitly though they are implying the action with the class members. Here are particular participants' structure, namely: the students want responses for their listening, raising their hand before giving the question or speaking, and for keeping comments brief relevant, and comprehensible. There are some relevant research concerns on the participant structure, such as: (Rogoff et al., 2007) in his research focuses on the intent participant. It can be illustrated through the social organization of indigenous groups. It involves a collaborative and horizontal participant structure. It is different from (Galguera, 2011) states that in his research results participant structure as the professional learning task can be employed to create new experiences and it can also be used as a role model and pedagogies are appropriate. It means that the participant structure can be employed as a role model in teaching learning to achieve learning purposes. More clearly, (Lubis, 2019) states that in her research results students in LP3I Polytechnic Medan involved the type I or the entire classroom interaction. It is because students need to be involved and to be given attention while teaching the learning process. Besides that, the student background in this research is a polytechnic major so they lack of English language.

Then, from the explanation above, participant structure needs to be employed in the other object to know the model of structure participant as the basic observation in the teaching-learning process. The writer provides a way of evaluating the different consequences of the teaching format, so that the writer is interested in investigating and describing the type of participant structure of the students' listening class in the English

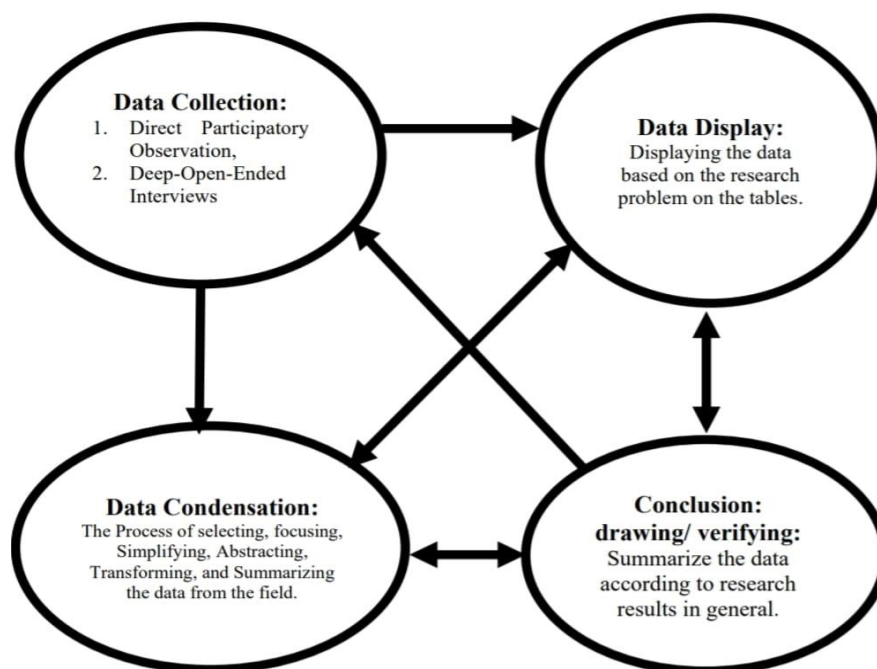
department. This research need to done because this reseacrh never done before in the english department. The concept used in this study is according to (Philips, 1983) in (Guilfolye, 1988). Besides that, the writer is more interested because this study employs the anthropolinguistics study. (Sibarani & Liando, 2020) states that anthropolinguistics studies language as a cultural resource and speech as a cultural practice. More appropriate (Duranti, 1997) States that the antropolinguistic approach focuses on three analytical nations; namely (1) performance, (2) indexicality, and (3) participation. Therefore, this research is very appropriate to employ the anthropolinguistics approach because it can analyze two fields of study gathered: the language (the students' communication or students' utterances) and the cultural background of the participants (the students' background).

METHOD

This research refers to the philosophy of empiricism based on the phenomenological paradigm with a qualitative design. The qualitative design places the researcher as part of the research. It is intended that the researcher can interpret the actual situation. (Sinaga et al., 2022) States that in qualitative research the informants must relate or accordance with the research objectives. It means that someone who knows best must ably give or provide the best information related to the research problem. This research was done in the second's semester students of english deparment with two classes consisting of 60 students in HKBP Nommensen University. This research was done for one semester exclude the examination time.

This research uses an interactive model with an anthropolinguistic approach. In line with this, (Lubis, 2019) also applied this approach to examine the participant structure in the teaching and learning process in the classroom. She uses an anthropolinguistics approach because this research obtained results holistically. The data-collection technique has two steps: direct observation and deep open-ended interviews. Direct observatories observe the interaction between the lecturer and students in the classroom. Open and in-depth interviews support the observations made. The researcher provides observation steps or guidance and a list of interviews as a reference in collecting data. After collecting the data, the researcher analyzed the data using descriptive qualitative methods. (Miles & Huberman, A. M., & Saldana, 2014) State that data analysis has three steps: condensation, display, and conclusion drawing/verification.

The first stage is data condensation. The researcher marks the results of observation and interview transcripts with numeric codes. The researcher will underline the primary data. After that, the primary data will be marked with a colored highlighter, and the data related to the research problem will be eliminated. Next, the researcher summarizes the core data and re-evaluates several questions regarding the quality and adequacy of the data to answer the research problem. Next, the researcher summarizes the core data and re-evaluates several questions regarding the quality and adequacy of the data to answer the research problem. To ensure the adequacy of the data, the researcher corrected this stage again to check that there was no data scattered and cut it to set aside the data to be summarized. This summary is to make it easier to describe the findings of the data for further discussion. The second stage is data display or presentation of data. The presentation of the data aims to make it easier to understand. The researcher used group observation and interview data to be presented in tables by providing brief descriptions to show temporary results as easy-to-understand information. The third stage is concluding or interpreting data based on the performance patterns of lecturers and practitioners in teaching through text, co-text, and context analysis. This conclusion is temporary and can be verified if strong or consistent data is found to make a credible conclusion. (Sinaga, Nenni T; Sibarani, 2023) Also, employed this theory for their research because the interactive model was appropriate for qualitative research. It would be able to test the accuracy of the data completely.



Interactive Model: (Miles & Huberman, A. M., & Saldana, 2014)

RESULT AND DISCUSSION

Result

The focus of this research was the performance of the lecturer and the students in data analysis. The lecturer plays an essential role in the learning process. The lecturer and students work together to achieve the learning objective. This research seeks to find the types of participant structure related to the learning objective of the listening subject. (Dharmawati & Lubis, 2021) The learning process is the interaction between students and the lecturer, which is participation in learning. Participation determines the success of learning objectives. Then, (Damanik & Sinaga, 2022) It was stated that the educational context of the teaching process was aimed at seeing that the teaching objectives were contained in the teaching process.

Based on the interactive model for analyzing data, the research result will be shown through the data displayed in the table below.

Table 1. Data Analysis Result: Type I of the Participant Structure

Lecturer: Okay, let us start with number 1; listen to the conversation, think about the food that they are talking about, and circle the type of restaurant that they have decided to know. Okay, now let us start with the food they are discussing.

Student: Excuse me, miss. Miss, I want to answer number one.

Context: After they finished listening to the conversation via audio, the lecturer guided the students to do activities in the class. The lecturer invites the students to think and discuss together. Some students raise their hands and who are the first one will be chosen by the lecturer.

Table 2. Data Analysis Result: Type I of Participant Structure

Lecturer: We are to talk about this topic. We will start by telling the clock and how to say that in English. We must be familiar with this topic. There is no problem; it just must last, repetition, yah, to make you all catch your minds and remind you how to say it in English. I will give you three or five minutes to do task 1. So, let us start with number 1. Raise your hand for number 1, who?

Num 1. Once again, please. Sorry, I cannot get the instructions. Please louder your voice. I ask you. So, I can interact with the focus skills of the students in the class. So, please ask me, louder your voice. When I ask you and when you say your question or a little of your answer, please your voice louder.

Student: Miss, I want to try to answer for number one. The answer is seven forty-five, miss.

Context: In this situation, the lecturer instructs the students how the way to answer or give questions. The lecturer gives time to do the exercise and then they may raise their hand before answering the question.

Table 3. Data Analysis Result: Type I of Participant Structure

Lecturer: Yeah, that is great. Maybe you may feel the speaker said these words of work just now. If you try to say them and then listen, you must return to the topic. Now, the speaker is talking about the news and so on. Something about our routine: The girl said she usually returns around ten because she wakes up for work. Okay, that is it. So, let us answer number 6: What is it?

Student 1: Miss, I want to answer no 6. My answer is a. Hi, James, what news?

Student 2: Miss, I miss, my answer is b. W l, I am going to a new job.

Context: In this situation, some students raise their hands, but two of these students mention the answer to the question directly, without being chosen by the lecturer. This situation makes their friends laugh because they see both friends show enthusiasm and keep the spirit to answer the question.

Here, we see the students were more brief in showing their capability.

Discussion

The research results show that the interaction of students was in the first type of structural participant. The lecturer gave time to students to listen to the dialog. Afterward, the lecturer explains the material with goals, so the students understand the topic more. The lecturer guided the students in discussing things together. The lecturer's strategy is to guide students to be interested and active in discussing the material. The lecturer invites students to discuss by asking questions, comments, and suggestions.

From the conversation at Table I, we know that the lecturer gives stimulus to students so that everyone has the same opportunity to interact in the classroom. The lecturer wants students to have the courage to give their opinions. According to (Anam, I. K., Isya, H. R. M., Masitoh, I. S., & Kartikasari, 2023) in the learning process, the stimulus is crucial to keep students enthusiastic and more active in their learning process. In implementing stimulus, the lecturer should connect the learning to the student's daily life. This dialog or conversation is classified into the first type of participant structure. The students want to answer the questions and provide arguments related to the topic. On the other hand, we can see from the student's statement that the sentence was polite because they realized they should be polite while talking to their lecturer. This situation will make students more confident in giving their opinions because they feel that the lecturer and classmates can directly accept them.

Then, let's see Table 2 on another topic in a different context of the next meeting in listening class. After the lecturer plays the audio, the lecturer instructs students on answering the question. The conversation between students and lecturer was classified into the first type of participant structure. The lecturer allows the students to show their ability to understand the material by listening to the audio. The lecturer guides students in giving their opinions about the story they have heard. The lecturer wants to know how the students comprehend the material while students can answer questions well. It can give the students a new experience for their performance to show the types of participant structure. (Galguera, 2011) describes in his research that the participant structure as the Professional Learning Tasks found new experiences related to the context of the learning-teaching process. On the other hand, he also explained that the lecturer must recognize the context of the learning process between the lecturer and students.

In the table 2, during the learning process, the lecturer gives students around 3-5 minutes to do the exercise if they have questions and may ask the lecturer directly. This context produces the types of participants' structure in the listening learning process. Sometimes, students hesitated to ask the lecturer

because they were worried, they would be wrong. However, the lecturer invites the students to keep trying without thinking about the wrong things. The lecturer wants them to continue to practice expressing their opinions. The lecturer instructs them a way to answer by raising their hand. Based on the lecturer's instruction, most students raise their hand to answer the question. This means they have the same opportunity to learn in the listening class. After that, the lecturer will mention one of them to answer the question. It will continue to the next student for every question. This is classified as the first type of participant structure in the listening class. This type attracts students to be more active and confident during learning.

In the other context, while the lecturer gives the instruction, the students respond positively and more actively than before. Even though the lecturer did not mention their name, they answered spontaneously. It was happen in the next meeting. The data may seen in Table 3. From the context above, we know the students were more active than before. This happens because the students enjoy the class using the lecturer's teaching-student method. The students wanted to show they understood the material well by answering the questions even though the lecturer had not mentioned their names. The students mentioned the answer even though the lecturer did not call their names. It is shown that the students have confidence in English, enjoy the class, and find the teaching method relevant to them. The teaching method was classified into the first type of structure participant in which students can take over some of the teacher's prerogative and speak to the entire class. This research is different from the (Dharmawati & Lubis, 2021) research results. They explain that no students are asking the question even though they have questions. This is because they need to learn how to ask questions in English. The students come from engineering majors, so they still lack vocabulary, lack confidence in English, and are embarrassed when they make mistakes in pronouncing sentences in English. Related to this research (Rogoff et al., 2007) also stated in their research that students participation is influenced by their cultural backgrounds. So, the student's background given the good behavior in student's participant structure.

CONCLUSION

Based on the explanation of the research results above, the listening class of the second semester in the English Department decided to employ the first type of structured participant. This type attracts attention and develops students' self-confidence because they feel that communicating with the lecturer is the same as communicating with their classmates. This situation makes the class atmosphere warmer because students actively interact and communicate. Therefore, this research positively contributes to the field of science because it can be applied to another subject.

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