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The Harmony in Instructional Communication to Create a Comfortable Learning Atmosphere

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Abstract—**The main purpose of teaching is to optimally create a comfortable learning atmosphere through a harmony in instructional communication to obtain an optimal learning achievement. An optimal learning achievement is determined among others by the increasingly fluent language ability of the learner. The more fluent his or her language ability, the more fluent his or her thinking and the more successful his or her learning will be. Success is determined by 20% hard skill and 80% soft skill, and the language norm is one of the factors. The sample of this study was selected purposively from senior high schools and vocational schools in Singaraja. The data were collected through observation and interview. The result showed that the harmony in instructional communication in creating a comfortable learning atmosphere was dominantly (80%) determined by the readiness of the teacher to understand the students' condition, for example, his or her willingness to lose (ready to control himself or herself) by not protracting an emotional condition. On the contrary, the teacher showed respect, solidarity, polite attitude and behavior to the students. On this basis, it is suggested to teachers to show a polite attitude and to speak politely to the students. For example, the teacher greets the students rather than the students great the teacher.**

Keywords: harmony, communication, atmosphere, learning, comfortable

I. INTRODUCTION

Comfort in learning becomes a dream of every student. However, this is not easy to get. This study tried to study factors that influence a harmony in instructional communication that brings with it energy and orientation toward positive learner behavior [1], and strategies to create harmony in instructional communication [2]. Giving an actual contextual example with local wisdom content contributes positively to harmony in instructional communication [3,4], that is relevant to the contemporary condition of the learners

[5], in addition to its contribution to motivation to learn languages [6]. Learning motivation is also influenced by teacher strategy in giving instructions, greeting, asking for something [7]. These teacher strategies are very influential to harmony in learning and its success, so that the student linguistic politeness as an effort to condition polite speech is an important part of character education [8], since comfortable learning atmosphere starts from the use of language in learning [9], such as the values taught through *lontar wratisasana* (the *lontar* that guides behavior). Moreover, comfortable language communication is taught through conditioning based on local culture through relevant folktales [10]. Through these media children learn how to interact in harmony with their peers, with God, and nature.

A harmonious communication interaction aims to get an optimal learning achievement [11,12]. Success is determined by more or less 20% hard skill and 80% soft skill [13]. Language norm is one of them [14-16], beside the cultural aspect that is intrinsically integrated with the language system as shown by the speaker's culture (speech style). Unfortunately, the interest of Indonesian language observers to study the realization of speech in Indonesian speech community is still very low, although on the other hand, it is realized that the problem of speech is very crucial in success in communication [17]. Learners will respond positively if the learning communication is comfortable [18].

II. METHODS

A. Design

This study was designed using a qualitative approach to reveal carefully a social phenomenon [19], as a realization of the ideal real system of the superstructure that becomes the guidance for human beings to act in their socio-cultural environment [20].

B. Subject and Object of the Study

The subjects of this study were determined through purposive sampling using the students and teachers of senior high schools and vocational schools (SMAs and SMKs) in Singaraja city and the object of this study was the form of teacher speech that influences the harmony in communication in teaching and the teacher strategies to create a harmony in communication in learning.

C. Data Collected and Techniques of Data Collection

The data were collected based on the social principle, that is, the form of speech and the ways the teachers create a harmony in instructional communication. Based on these the data collected and the techniques of collecting them are as follows table 1.

TABLE I.   DATA COLLECTED AND THE TECHNIQUES OF COLLECTING

No	Problem	Data that were collected	Techniques of Data Collection
1.	What are the factors that influence harmony in instructional communication in creating a comfortable academic atmosphere?	Lesson Plans, forms of teacher and student speeches	Recording, Observation, and in-depth interview
2	What strategies are used by teachers to create a harmonious instructional communication?	Strategies in presenting lessons	Recording, observation, interview, and documentation

D. Techniques of Data Analysis

By keeping the approach and characteristics of the study, analysis of data of this study was done continuously from the beginning to the end of the stages of the study as follows.

- Arranging the collected data;
- Categorizing the data in terms of concept, proposition, pattern based on similarities or things that can be taken as similar;
- Interpreting the data;
- Formulating a temporary conclusion based on data similarities;
- The verification of the temporary conclusion based on validation;
- Revising and refining the formulation of the conclusion;
- Interpreting the conclusion by looking for the relation between ideological things and problems of the study [21].

III. RESULTS AND DISCUSSION OF THE STUDY

A. Factors that Influence the Harmony of an Instructional Communication in Creating a Comfortable Learning Atmosphere

- The teacher understood the materials that he or she taught. Effective communication conveys the right information, enables others to know an individual's feelings and meanings, expresses a kind attitude, and to a certain extent, helps to avoid interpersonal conflict and decrease misunderstanding. Therefore, communication issues not only belong to the field of psychology but also the field of sociology. Instructional communication is the cornerstone of a relationship with a student and teacher [22]. Communication may reduce strategic uncertainly by allowing participants to gain information. Communication also provides opportunities for members of a group to learn about the strategies, preferences, and degree of risk aversion of other members as well as established common information across the group [23].

- Presenting the material using a simple language with complete structures, dictions that were suitable to the students' development.

A simple language for:

o   Elementary school children

    Example: wash your hands before eating.

o   Junior high school students

    Example: Wash your hands before eating to make them clean to prevent a disease.

- Presentations like those in point (2) will influence the students' understanding.

- The environment that influences the students' thoughts at the time of learning, both the internal such as books, the teacher's language, concentration, obscured instruction and the external such as the teacher- students communication distance; at the time the teacher explains something, the student was absent; noise.

- A humanizing language is the language that is capable of motivating the students to be always enthusiastic to achieve, although it does not mean that it is prohibited to give a punishment to the students who do not do their tasks, or making a mistake. Punishment has obviously to be given to the students who make a mistake, but it should not be in the form of a verbal abuse that has a negative psychological effect. That is why it is important to use a humanizing language. For example, do not use the word "stupid" to refer to a student who fails to understand an instruction. The word needs to be replaced with the word "slow."

B. *The Teachers' Strategies to Create the Harmony in an Instructional Communication*

The creation of the harmony in an instructional communication is the effort made by the teachers to maintain a good teacher- student's relation in the instruction through a good presentation, so that the speech can influence not only the reasoning, but also the emotion [24,25]; this effort is a strategy that consists of:

1) The use of the honorific term of address: The use of the word "Ratu" in Bali as an honorific form when speaking with the student with a high social traditional background or caste of ida Bagus. This is a sociolinguistic factor. Its psycholinguistic factor lies in the positive energy that is triggered by the honorific form "Ratu" that causes a feeling of being respected by the teacher, moreover when it is used in the teaching and learning process. The mistake of the use of the honorific term of address can be sensitive effect [26]. How we are categorized reconfigures how people conceive of us and behave toward us, altering their behavioral and communicative strategies in engaging with us.

2) The use of words with a motivator's energy: The expression "exactly" has a very strong energy to motivate. Since words have magical power in astonishing the listener, like words of an orator in politics, words used by religious leaders in sermons, and, even much stronger, when words are used in a collaboration of religion and politics. Similarly, the words "extraordinary", "worthy of being taken as a good example," "fantastic," "excellent", "yes, you are correct," "give applause first. "Give applause first is the power of feedback to improve student learning. In the teaching - learning process, imparting students with various means and checking their understanding of the lesson using assessment is the main activity of the teacher [27].

Verbal expressions motivate an increasingly strong symmetrical relation. The following is a motivation in the forms of [28]:

a) Verbal reminder: Example: Now we are already in March, the fourth week. If this sentence is spoken to a twelfth year student of a senior high school, it becomes a verbal reminder to study harder.

b) Request to do something: Example: Let's learn to become good writers and talented.

c) Giving an example: Example: When the sun starts to set, the sky is red and orange making the horizon look very beautiful. That is when I feel how beautiful God's creation is.

d) Prolonging the time:
Example:
- Teacher: The bell is ringing. Please collect your works!
- Student: Not yet, Miss (the students answered in unison)

- Teacher: Then, please continue do it at home!
- Student: All right, Miss.

e) Transforming a refusal into a motivation through a modified form:
- Student: Just ten minutes to go!
- Teacher: Yes, ten minutes is still a long time and it is enough to help your friends so that they will understand the lesson.

IV. CONCLUSION

- The factors that influence the harmony in an instructional communication in creating a comfortable learning atmosphere, are: (a) the teachers understand the material they teach, (b) presenting the material using a simple language, with complete structures, the dictions are suitable with the students' level of development, (c) cognitive ecology, and (d) a humanizing language

- The teachers' strategies to create the harmony in an instructional communication, are: (a) the use of an honorific term of address, (b) the use of a motivator's strong energy words, and (c) motivation in the form of verbal reminder, request to do something, giving an example, prolonging the time, transforming a refusal into a motivation through the use of ameliorated forms.

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