

SHARINGPLUS AS A MODEL OF LECTURERS' CLASSROOM DISCOURSE IN COMMUNICATING LEARNING TASKS TO MINANGKABAUNESE STUDENTS

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Abstract

Fundamentally Minangkabaunese students are those who can work industriously and seriously in accomplishing their tasks. However, currently, they prefer getting something instantaneously without considering the quality. The fact attracted researcher to investigate how to make them back to basic character. This paper analyzes a model of discourse and how to implement it at university level. Therefore, six lecturers who taught at English Department at Teacher College Sumatera Barat, which is called STKIP PGRI Sumatera Barat, along with their students, were selected as participants. They were selected purposively. Data were collected by using video recording and by interviewing them and analyzed by following qualitative analysis. Findings can be described that SHARINGPLUS (Stimulating, Handled with consensus, Appropriateness-based, Revising, Illustrating, Negotiating, Goal-oriented, Patient, Loving, Unforgettable, and Sympathetic) model is appropriate to apply when communicating learning tasks to Minangkabaunese students. Therefore, those who want to make students study hard can adapt the model based on the existing situation and condition.

Keywords: SHARINGPLUS, discourse, communicating, tasks, Minangkabau

Introduction

As the central of learning, doing task is one activity that should be done routinely by students at university level. The activity needs willingness and patience, since it may be organized from the easy to the most difficult one. In addition, becoming discipline in doing the task is compulsory so that the students will not become panic for missing some tasks and find it difficult to finish all tasks. It is true that learning requires a serious effort of the learner done physically and mentally. To do this they must be engaged in the activity of learning physically. The mental activity includes exploration, transformation meaning, presentation by which the information is presented as an end product, and reflection [1].

In most private colleges in West Sumatera lately, it is frequently found that some situation and condition have intervened students from doing a task which affect the quality of their task. The number of subjects they take every semester spend their time much to do learning tasks. They do not have enough time to work, so they cannot do it maximally. In addition, they become unmotivated to do learning task though previously they were industrious. For some students, their problem may come from their inability in managing time so that they spend their time for nothing or they like to postpone doing something and as the effect they cannot accomplish their tasks all.

Moreover, in the same time the lecturers have not found yet how to maximize the students' effort in doing learning tasks. They usually ask the students to do learning task and evaluate their task. However, the evaluation is relatively done based on the quantity of task. In contrast, they have not yet evaluated them based on the quality, since generally the students' tasks have low quality. They just collect their task just for fulfilling the requirement of a subject eventhough they do not understand what they have done.

The problem above needs lecturer's consideration of what model which can save the students' time availability to work and which can make them motivated to do learning task. The model which previously investigated was about teaching strategy, method, or media. However, in this research, the model is related to language when it is used or called the model of discourse. Therefore, this article wants to find out the model, describe, and interpret it.

Discourse is defined as different ways in which humans integrate language with non-language factors (the ways of thinking, acting, interacting, valuing, feeling, believing, and using symbols, tools, and object in the right place and at the right time). In addition, it is the language which is structured according to different patterns depending on domains of social life. Then, classroom discourse is one type of discourses [2] [3] [4].

To understand the meaning of a discourse in communicating learning task, classroom context is very important to understand. The same utterance with different context will produce different meanings. Classroom context is everything existing in classroom situation; the material, mental, personal, interactional, social, institutional, cultural, and historical situation in which an utterance was made [2] [5]

Then, classroom discourse analysis is the analysis of the classroom discourse patterns. It involves investigating how discourse and classroom context affects each other, for example, the learning material, media, classroom situation, the teacher, the students, etc [3] [4]

This research is categorized in critical discourse analysis, since the model is formulated based on the ideology and power of the discourse used to Minangkabaunese students. This analysis concerns with the study of the relationship between language ideology and power viewed from socio- culture of Minangkabau when they communicate learning tasks. In this approach, the scholars find the larger unit of text to the basic unit of communication in Minangkabau [6]. By focusing the discourse on which the lecturers used when communicating learning task, the researcher just gathered the discourse containing information about task, for example, informing, instructing, and commenting learning tasks.

Based on the role of the participants, Pica et al in Samuda and Bygate [7] divide the tasks into required exchange tasks, optional exchange tasks, convergent tasks, and divergent tasks. Required exchange tasks are the tasks in which information has to be passed from one speaker to the other in order for the task completed; one way task and two ways tasks. Optional exchange tasks are the task in which information can be passed from one to the other, although it is not required and the actual information to be exchange may not be provided by task. Then, Convergent tasks are the tasks in which all speakers are working to a joint agreed outcome. Finally divergent tasks are the tasks in which speakers can come to different conclusions or outcome.

Methods of Research

This research is discourse analysis with content analysis. Informants of the research, five English lecturers who taught six subjects at STKIP PGRI Sumatera Barat, were selected purposively based on the characteristics of the subjects. The subjects were chosen since they contain some tasks which the students should do.

Data were collected by recording their discourse while they were teaching. The analysis was done by viewing the discourse based on the characteristics of learning. Learning is characterized as the acquisition of knowledge, the knowledge gained through learning, teaching instruction, experience, the process in which behavior is changed, shaped, and controlled, and individual process of constructing understanding based experience [1].

The methods of data analysis include inductive and abductive inferences [8]. In inductive inference, data were identified to find out the characteristics of learning activities in relation with the language used by a lecturer in communicating learning task. Then, each characteristic was abducted to formulate a learning concept. Finally, the combination of some concepts found after the analysis was used to formulate a model.

Results

Data show that SHARINGPLUS is the appropriate model to use in communicating learning task to Minangkabaunese students. Eleven components of the model, such as stimulating, handled with consensus, appropriateness, revising, illustrating, negotiating, goal oriented, patient, loving, unforgettable, and sympathetic, become the principles of communicating learning tasks to Minangkabaunese students. Data descriptions and findings are displayed in the following explanation.

3. 1 Stimulating

(1) *Yang penting sekarang, you try to explain the movement from KTSP 2006 to curriculum 2013 yang dikenal dengan kurikulum berkarakter. Nah dimana letak karakternya itu* Now, it is important that you try to explain the change from KTSP 2006 to curriculum 2013, known as character based curriculum. Right, now where is the position of the character?

The above discourse was uttered before the students were asked to present what they have discussed in their group. The lecturer participant mentioned some points that should be discussed in their presentation. She did it to make their presentation focused and the target of learning can be achieved. Therefore, explaining what the students should do before learning activities is one of the ways to stimulate students to lean appropriately.

Stimulus given by the lecturer in the above discourse contains direction that the students need to do during their presentation. They should explain curriculum changing and the difference between Curriculum-

based Competence 2006 and curriculum 2013. Since the stimulus was given when the students were nervous to prepare for presentation, they did not attend to the direction.

To stimulate students to work as expected, a lecturer can do it in the first five minutes of a meeting. The stimulus is to remind all students involved in discussion to the points to discuss which have been informed in the preceding week. In addition, the information must have been prepared by the students and listening to the stimulus is used to make them sure about the points to discuss. In contrast, the new and complicated information cannot stimulate the students if it is delivered in the first five minutes of the meeting.

- (2) *Menegur... a., iya, OK, nah dengan dengan logika berpikir seperti itu, classroom management strategies itu sebenarnya untuk apa sih?*
(reproving?... OK, based on your logical thinking, what for is classroom management strategies actually?)

Different from the previous discourse, in the above discourse the lecturer stimulated the students by giving an illustration first and from the illustration she guided the students to recognize the purpose of classroom management activity. Moreover, she led the students with some questions to achieve learning target.

The first discourse contains how the lecturer stimulated students before doing an activity by mentioning some points to do during presentation. The stimulus which were given before the students presented the topic, were performed by using one way communication. But, a sequence of utterances was uttered without any interruption from the students. On the other hand, in the second datum, the lecturer stimulated students in ongoing process. She used two way communications through questioning technique. She asked the students to respond to a question directly while leading them to the correct answer. In addition, the question is addressed to all students in the class so that everyone has occasion to answer.

- (3) My evaluation about this paper, **first you did a great job.** You made the paper as I instructed.

Stimulus as described above is praising as a response to the students' work. Eventhough the students find their work inappropriate later, but when they were praised for the other work as the example, they will feel enjoy and will not feel shy with their work. As the effect, they can be more ready to hear some critics about their work.

Three techniques of giving stimulus have been found as a) directing the students to follow some activities before they do it, b) leading the students to the target during learning process, and c) praising them before evaluating their job. The techniques can be supported by using new stimulus set, as video and slide to facilitate understanding. A previous research found that audio advance organizers and questions given by students help students to bridge the conceptual distance between the new and prior knowledge and stimulate thinking more deeply [9].

From this research and the previous research, findings can be described that audio related to the students' previous knowledge and students' questions before learning, facilitate students' understanding in doing learning tasks. Thus, to stimulate students to do learning task, a lecturer can apply it before asking students to do a task. In other words, stimulating students to do learning task can be done by giving direction, asking a question, and by praising the students. The discourse which is stimulating can be used when the students will do a task, when doing the task, and after doing the task. The students who listen to such kinds of discourse can be more motivated in doing learning task since they know what to do after the direction, know what to answer since the question is delivered gradually from the easiest to the more complicated one. Moreover, the discourse will not kill the students' motivation when they are criticized, since it is given after listening to the praise.

3.2 Handled with consensus

- (4) ... *Kita tetap judul itu sampai akhir semester dan kita menghasilkan research proposal.*
(We stick the title until the end of the semester and we can produce a research proposal)

Consensus is not directly made by the lecturer together with the students. But, it is formulated by the lecturer, by including the students. He used the word '*kita*' to show that it is not his. He also convinced the students about the benefits of the task for their final project. Consensus is made based on win-win solution made by the lecturer and informed to the students. On the other hand, the students can agree with decision, since they are sure that it benefits for their learning progress.

Consensus is a cooperative process in which all group members develop and agree to support a decision after expressing their opinion and they feel that they have been heard [10] [11]. It can be achieved when every person involved in the decision supports its implementation. Moreover, a consensus becomes a

powerful tool if group members commit to a decision, and they oblige themselves to do their part in putting that decision into action. Lecturers should be able to make a consensus with their students which can make them responsible in putting the decision into action. Therefore, they should consider three things in making a consensus. It is cooperative search for solutions; disagreement as a positive force (constructive, respectful disagreement is actively encouraged). Next, participants are expected to express different points of view; every voice matters (Consensus seeks to balance power differences. Then, because a consensus requires support of every group member, individuals have a great deal of influence over decisions, regardless of their status or authority in the group [11])

Lock's concern on moral is way to build political authority on moral consensus [12]. A lecturer has authority to educate students. However, the authority must be based on their power to educate students. Forcing the students to do learning task is one of the lecturers' authority on the students. They should be involved in deciding what target they so that they will commit to achieve the target they have chosen.

3.3 Appropriateness

(5)*Yes, that's the correct answer. Guru harusnya dulu "be positive behavior". Pasti... siswa itu cenderung meniru gurunya, ya? Yakin? Kita buktikan dengan pertanyaan ini. ...*

(the teachers should have positive behavior, then the teacher certainly imitate them. Are you sure? Let's prove it through the question....)

(6)*Yang kita cari di sini adalah (What we want to find out is) "how to manage your classroom. Kita mempunyai beberapa strategi kan? (We have some strategies?...) ...*

Two techniques of finding appropriateness are included in the above discourse. The first way is produced after the lecturers approve the students' answer. Furthermore, they ask the students to find out the reason of the approval. They can give another question which can be discussed to prove it. The second discourse is uttered when the student's answer is not as expected. So, lecturers can give another question to direct the students' thought to what they mean.

Communicating learning task oriented on goal cannot be separated from appropriateness of the task. Lecturers must serve as models for their students and become the spirit of acquiring learning material so that they will be motivated to change and acquire the new knowledge by doing tasks. The goals of doing the tasks can be achieved if the tasks are appropriate.

To make students understand learning tasks and have similar perception with them, lecturers must create the classroom situation which is characterized by a normative atmosphere of openness to change and the openness to mutual inquiry and exploration. Lecturers and students must have the same conception about the goals; spirit of inquiry; authenticity of relationships; expanded consciousness and recognition of choice; and a conception of collaborative relationships [13]

If normative of openness is built in the classroom, the classroom must become more conducive. Most students feel respected so that they will work hard to gain the goal. Moreover, they may not stop until they become sure that their tasks become appropriate. In summary, the discourse which motivates students to do learning task until it becomes appropriate is one principle of SHARINGPLUS.

3.4 Revising

(7) My evaluation about this paper, **first you did a great job.** You made the paper as I instructed. OK, because last week, I instructed you to put the signature and then to write the name, write the member, and you differentiate the phone. Now, **let's see the content....**

It is implied that the lecturer expected the students to produce a correct task. After praising the performance of the task, he asked the students to evaluate the substance of the task. It is not done to find the weakness of the task, but to make it more perfect. After evaluating the task together the students can find their mistake and revise it together or they can correct their comprehension. Moreover, based on the process of learning, revision will be done classically under the lecturer' guide.

8) How to differentiate between teaching strategies and management strategies, classroom management strategies? *Silakan utarakan saja dulu apa yang kamu temukan. Sampaikan saja dulu. Samapun tidak masalah....*

(Please deliver what you have got first. Explain it first. It does not matter if it is similar with the former group's idea).

To answer the above question, the lecturer asked the students to tell what they knew as they could. They must have not been worried with making mistake since the lecturer would help them to find the correct

answer. It is implied from the utterances which are bold, that revision of the answer will come later after their answer. They were just asked to express their prior knowledge before learning. Moreover, based on their prior know

ledge, the lecturer will explain it. In short, revision is done by the lecturer later after their discussion. Revising is generally preceded by feedback given by the lecturer. The students realize their mistakes after the lecturer discusses it. One example of a structured classification task is *information extraction*, in which raw text is analyzed to automatically populate a database. In this work, we augment a probabilistic information extraction system with corrective feedback and persistent learning. For example, a common subtask of information extraction is *named-entity recognition* (NER), the task of annotating text with shallow semantic information, such as the names of people, places, or organizations. Moreover, more efficient corrective feedback mechanisms lead to more effective persistent learning [14].

Information extraction can be used to help the students revise their work. Firstly, the lecturer can show one of the students task to analyze. It is used as a raw text to analyze. Then, she can lead the students to identify semantic information through name-entity recognition, for example, the name of people, places, or organization. Having analyzed semantic information, they can correct their work themselves.

3.5 Illustrating

- (9) **...I give another example.** I ask you to read an article, *misalnya satu bab atau satu chapter dari sebuah buk* (such as one chapter of a book). Read and in reading, I give you some questions. I need you to predict.

Before the lecturer asked the students to differentiate teaching strategy and management strategy, she gave an illustration. Illustration in the discourse above was described first, followed by a question. Illustration is used to get comprehension about a concept. In addition, illustration can be used as a response to the student's job as found in discourse 3 which is called feedback.

Feedback is useful for the students to promote learning; the students use feedback about their work for learning. They can identify their weakness and revise it. Advantages of giving feedback to the students' work have been investigated by some researchers. The feedback can be given by the lecturer or by their peers. Research about feedback through text comments found that the comment were highly encouraging as to acceptability of objective structured of self-assessment and peer assessment. It was also found that such kind of assessment (OSSP) promotes effective communicative skill (CS), so learning and learner acceptability are high [15].

3.6 Negotiating

- (10) *Kurang efektif dalam pembelajaran?* (It is less effective in learning?) OK, how about Others? *Kita... list dulu yang dari group four...* (Let's list group four's answer).

It can be seen that negotiation has been taken during learning process. Some students were given the chance to give their opinion about a topic. After listening to the students' answer, she listed the answer on board to show all answers mentioned by the students. Then, she and the students evaluated the answer to come to a conclusion. Thus, negotiation cannot be separated with a consensus, since it is proposed to gain a consensus.

Negotiation is related to activity of bargaining. When two or more persons bargain something, for example bargaining between a seller and buyer, they have done negotiation [16]. Negotiation also happens in the classroom especially in discussion class. Everyone in a group tells their idea about a topic, and the lecturer tries to lead them to come to a conclusion. Thus, negotiation is supervised by a lecturer.

When they negotiate lecturer and the students should keep emotional relationship. They should trust each other to arrive at an agreement. When the trust has grown among negotiators, they will support each other; they will not try to seek other's weaknesses.

3.7 Goal-oriented

- (11) *Saya pengen tahu you tahu ngak mana judul paper dan tesis, sepuluh paper dan sepuluh tesis, 10 paper 10 tesis....* (I want to know whether you can differentiate the title of paper and thesis, ten papers and ten theses, ten papers and ten theses).

The lecturer told the students the task that the students should do. He also told them the goal of giving the task to the students when explaining the task. By mentioning the goal, she expected the students to find the characteristics of a thesis or paper title. Moreover, knowing the characteristics, they can formulate and decide which title they will write for their final project.

Learning after knowing the goal is more focused since the students will work to gain the goal. In doing a task which has clear goal as in the discourse above, the students become confident to do it. The task is done to make the students know the difference between paper and thesis titles. As the effect, they may find the difference, by contrasting the titles of paper and thesis. The task is not just to write and choose the title, but it is also to make them able to find the characteristics of each. In other words, they do the task to achieve the skill to differentiate the paper and thesis titles. It is called achievement goal. Achievement goal is the purpose for students' competence-related activities. Two types of achievement goals were intrinsic goal "learning goal" or "task goal," or "mastery goal." Mastery goals promote intrinsic motivation, foster perceptions of challenge, encourage learning and task involvement, and generate excitement and task-enjoyment. While the extrinsic goals "ego goals" or "performance goals" are basically social motivations and are influenced by social needs and social comparison process [17] [18].

The discourse above enhances mastery goal since the students are required to differentiate a thesis and a paper from the title. It is not related to social need. After reading, comparing, and contrasting the titles of theses or papers of their seniors, they must have competence to formulate the title of their own task. They will not use it to interact with others. Thus, even though other students do not interact with them when doing the task, they will remain motivated to identify the characteristics of each title.

3.8 Patient

- (12) You have a question about? That's my question Ita (not the real name); Now, if we did not study the level like this, Can we move to the next level?; Well, the answer, logically, you cannot.; **You have to comprehend and understand each level; It's like stepping on stairs. You cannot fly, right?....**

Lecturer's patience as well as the students' patience in learning is useful to gain a qualified task. However, the patience in this discussion is focused on the lecturer's. After explaining a topic and mentioning some procedures that the students should follow in doing a task, some students may not be able to do the task. They may ask an unexpected question since they do not pay attention or they may not understand it yet. In this situation, they may not be angry with the students. Lecturers should serve them as politely as possible. If the students did not listen to lecturers' explanation before, they can be asked to listen to their friends' explanation and then repeat their friends' explanation. In other words, lecturers should have patience and determination in facing different students with a variety of characters [19].

3.9 Loving

- (13)...**you don't need to write your thesis, but examples. You cuma mencari judul tesis dan research paper senior, salin aja judulnya. Saya pengen tahu you tahu ngak mana judul paper dan tesis, sepuluh paper dan sepuluh tesis.** (You only find thesis and research paper titles. Just write the titles. I want to know whether you know the thesis or paper title, ten papers and ten theses).

Education which is not based on feeling love is generally unsuccessful. The activity will not become enjoyable since the relationship between teacher and the students is not close. Love is characterized by a care and a concern, responsibility, respect, and knowledge. Moreover, teaching through the art of loving must question why they are teaching, how they are teaching, and then what they are teaching which are known naturally. The lecturers should realize that cognitive development does not happen in the absence of attendant physical, moral, emotional, and spiritual development [20].

The lecturers who care, concern, and who take on responsibility on their students, tend to make relationship with the students that empower them and make them independent. If they respect the students, they can see the students as they are and be aware of the unique individuality. In addition, knowledge about the students is not only knowing everything about the students as objects, but also penetrating them to the core. Therefore, to make the students do the task maximally, lecturers must show their care and concern with the students. In addition, they must take on responsibility in making the students able to accomplish learning task.

3.10 Unforgettable

- (14) *Dari mana Nak, sayang, kalua-kalua jua lah jaleh ibuk sadang manarangan?*
(Where did you come from, honey? you went out. You know I was explaining the lesson?)

The discourse above was expressed as the example of classroom management strategy. It was used after one of the students went out of the classroom and entered it again. Her facial expression was normal so that the students knew that the lecturer was not angry. On the other hand, they laughed after listening and watching lecturer's action. The discourse became funny since the lecturer imitated a style of a temperamental teacher. As the effect, they may enjoy the classroom situation.

A lecturer's discourse can be remembered by the students in a short or a long time. It depends on the quality of information in the discourse. Uninteresting information generally comes to a short term memory, but useful and interesting information can come to long term memory. Therefore, lecturers' discourse must contain information which interests students to do.

Information can be interesting if it is informed by using visual expression. The discourse above is an example of parody used to show the real situation by imitating the style of a teacher expressed humorously. The parody is to visualize an activity of management strategy. Moreover, discourse containing emotional words has higher effect on recall compared with which contains neutral words [21]. Therefore, to make a discourse unforgettable, a lecturer should touch the students' emotion through her or his words.

3.11 Sympathetic

- (15) How to differentiate between teaching strategies and management strategies, classroom management strategies? *Silakan utarakan saja dulu apa yang kamu temukan. Sampaikan saja dulu. Samapun tidak masalah....*
Please, explain what you have found. Tell it in advance. It does not matter, if your answer is similar with the previous answer.

Becoming sympathetic with the students is one of the characters which a lecturer should have. The students must have individual differences; some of them may be quick students, but some others are low. When finding the students could not respond to a statement, a lecturer must not be angry and insult them. On the other hand, she or he must understand them, accept them as they are, and treat them based on their needs [20].

In the discourse above, the lecturer did not force the students to explain a topic correctly. They can explain it based on their comprehension. Even they may have the same opinion. The discourse is a signal to show that the lecturer understands the students' capability and accepts them as they are, then after knowing their comprehension, she can guide them '*Sampaikan saja dulu*'.

Discussion

SHARINGPLUS is an acronym of eleven concepts of discourse which should be applied by lecturers in communicating learning task to Minangkabau students. The first concept is stimulating, which is done before task activity in a form of direction or a reward of their previous activity. In addition, it can be done during task activity in a form of question which is used to lead the students to the goal of the task. Discourse which stimulates students to work is useful to use when communicating learning task to Minangkabau people. They have philosophy "*Alam takambang jadi guru*" (learning from nature) [22] which describe that everything surrounding or happening in their lives become stimulus for them to learn.

The second concept is the discourse which is handled with consensus. It can be done by using pronoun which involves the students, for example, the word '*kita*' (you and I), so they will commit to apply the agreement. It can be done between a lecturer and individual student or a group. Offering some tasks to class and then decide to choose based on classroom discussion or let individuals to choose which task they will do, is an example of discourse which is handled with consensus. Having a consensus before doing an activity is a character of Minangkabau people and they practice it in any activity they will do, "*Duduak surang sampik, duduak basamo lapang*" (Sitting individually becomes narrow, sitting together becomes large) [22].

The third concept is appropriateness of the discourse. It is about the language used, content, and the technique used in communication. If the language is grammatically correct and the content can be understood, but if it is uttered without considering the context, the communication may not be effective, for example, the listeners become angry with the speaker. Minangkabau people are aware of appropriateness in communicating among them as "*alua and patuik*" (correctness and propriety) [23].

The fourth concept is revising. It is related with appropriateness since to gain appropriateness the students may revise the tasks after the lecturer's comment. It is based on the philosophy '*Alam takambang jadi guru*' [22]. The students will learn continuously so that they may revise their work until it becomes correct. It is done after evaluation; self-evaluation, peer evaluation, or lecturer based evaluation.

The fifth concept is illustrating which is done during revision of the task. When the students revise their task, they may not know their mistake. Thus, they do not know what to do to revise their task. Using a model facilitates students to understand a task. Lecturers can take the students' tasks by chance or choose one task as a model to discuss. After the discussion, every student uses the model to revise their own task. *Mancaliak contoh ka nan sudah, mancaliak contoh ka nan manang*" (Looking at a model from the previous model, looking at a model from the winner) [22].

The next concept is negotiating which is commonly used in classroom discussion. In classroom or group discussion, the students may have different opinion about a topic. Everyone or group may express their idea under the lecturer's control. By using logical thinking, the lecturer can direct the students to a final decision. Therefore, in deciding learning task the lecturer should consider the students' need and their background and the task can be adapted then.

Pandai bakisa tagak, bakisa di tanah nan sabingkah, pandai bakisa duduak, bapaliang di di lapiak nan sahalai. (Capable of moving standing, moving in a piece of ground, capable of moving sitting, turning back in a piece of mat) [22].

The fifth concept is Goal-oriented discourse. The discourse contains which target the students should achieve when doing learning task. It may affect the students' motivation to work and they may work until they achieve it. Minangkabau people have a philosophy "*Tabujua lalu tabalintang patah; pantang babaliak tengah jalan, pantang suruik sabalun sampai*" (Lying then being recumbent; Never turn back on the way, never go backward) [24].

The last concepts are related to lecturers' characters as becoming patient, loving, becoming unforgettable, and sympathetic. The characters must be reflected in the lecturers' discourse when communicating learning tasks. The characters are based on Minangkabaunese philosophy "*Nan kurang kok lai batukuak, nan senteng kok lai tabilai, sakik biaso baubek, biso biaso batawai, sakik badan ramuan ubeknyo, sakik hati maaf ubeknyo*" (The less one is expected to add, the short one is expected to manage, sickness is commonly secured, poison is commonly neutralized, Physical injury is secured with ingredient, heart injury is secured with apology). "*Satinggi-tinggi tabang bangau, hinggoknyo ka kubangan juo*" (Eventhough the bird flies very high, it will perch in a wallow). "*Nan tuo dimuliakan, nan mudo dikasihi, samo gadang hormat menghormati, tibo di kaba baiak bahimbauan, tibo dikaba buruak bahambauan*" (Those who are older are honored, those who are younger are loved, those who are the same level are respected, coming good news is announced, coming bad news is not announced) [22].

Conclusion

Fundamentally Minangkabaunese students are those who can work industriously and seriously in accomplishing their tasks. However, currently, they prefer getting something instantaneously without considering the quality. The fact attracted researcher to investigate how to make them back to basic character. This paper analyzes a model of discourse and how to implement it at university level. Therefore, six lecturers who taught at English Department at Teacher College Sumatera Barat, which is called STKIP PGRI Sumatera Barat, along with their students, were selected as participants. They were selected purposively. Data were collected by using video recording and by interviewing them and analyzed by following qualitative analysis. Findings can be described that SHARINGPLUS (Stimulating, Handled with consensus, Appropriateness-based, Revising, Illustrating, Negotiating, Goal-oriented, Patient, Loving, Unforgettable, and Sympathetic) model is appropriate to apply when communicating learning tasks to Minangkabaunese students. Therefore, those who want to make students study hard can adapt the model based on the existing situation and condition.

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