CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1. Findings

After conducting this research, the researcher found that the ability of conversation participants to organize their talk well is really important. The participants are pre-service teacher in senior high school Yogyakarta.

The researcher found out that the participants gave and responded to their conversation appropriately using the right expression. There were 209 *turns* in the observation dialogue between participant and supervisor teacher during coaching process for each participant of English used in this research. Based on the researcher's analysis there were 94 backchannels response appear in those turns. Based on the research's analysis on functions of backchannels. In terms of functions of backchannel, there are 61 continuers (CON), 19 convergence tokens (CNV), 14 engaged response tokens (ER) and 0 information receipt tokens (IR)

4.1.1. Observation

In this observation the researchers observed pre-service teachers from senior high school in Yogyakarta, observations were made to find out the backchannel used during the coaching process, observations were conducted 4 times twice for each participant. The time and place of the observations are presented in the table below the observations were conducted 4 times twice for each participant.

Table 4.1 *Date and Place of Observation*

DATE	OBSERVATION	PLACE	PARTICIPANTS
18-8-2018	First observation	Public Highschool	Yunita & Miss. Rara
20-8-2018	Second observation	Public Highschool	Yunita & Miss. Rara
25-8-2018	Third observation	Private Highschool	Bob & Miss. Siska
26-8-2018	Second observation	Private Highschool	Bob & Miss. Siska

O`Keeffe and Adolphs (2008) said that there are 4 functions from each backchannel, including Continuers (CON), Convergence tokens (CNV), Engaged Response (ER) and Proof of Receipt (IR) tokens. In the first observation participants was the pre-Service teacher of the public high school in Yogyakarta. O`Keeffe and Adolphs (2008) said that there are 4 functions from each backchannel, including

Continuers (CON), Convergence tokens (CNV), Engaged Response (ER) and Proof of Receipt (IR) tokens.

This observation was carried out 4 times, each of them was conducted twice on the pre-service teacher from the senior high school named Yunita and twice on the senior high school named Bob. The results of the all observation, participants used 78 times backchannel in the conversation during coaching process. Based on the function of the backchannel in OBT 1 - 4 participants use 61 times the CON function, 19 times the CNV function ,14 ER function and 0 IR function. Results from the function of backchannel observation in OBT 1 are explained in the figure below:

Figure 4.1. *The result of observation transcript of functions backchannel*
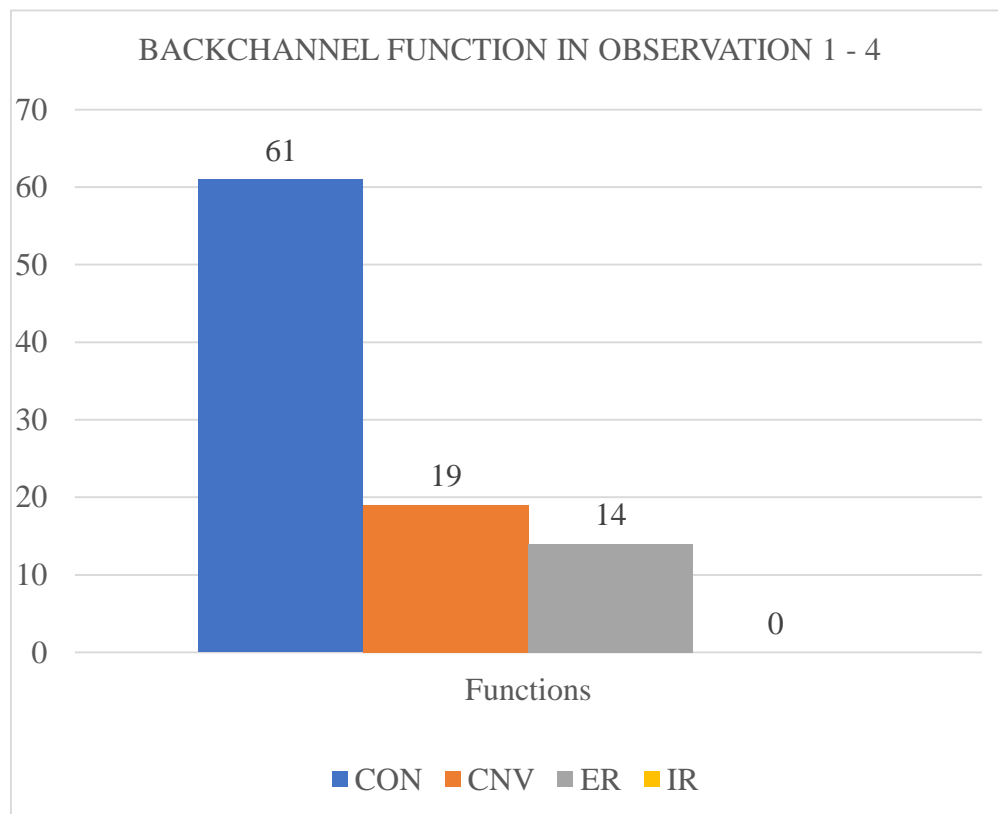
In the first observation participants was the pre-Service teacher of the public high school in Yogyakarta. The results of the first observation, participants used 14 times backchannel in the conversation during coaching process. Based on the function of the backchannel in OBT 1 participants use 11 times the CON function, 3 times the ER function and do not use the CNV and IR function.

Furthermore, the difference in backchannel function is influenced by the topics discussed and also the ability of each participant in showing expression and response as a function of backchannel, in OBT 1 the topic discussed during coaching process mostly is about teaching performance and there is some topic about lesson plan and material development, it might be assumed from the discussion of teaching strategies evaluation and project that are used for teaching. While during coaching process it can be found that some facial expressions on pre-service teacher when using backchannel, which is focusing on what supervisor teacher said, by looking at his face.

Furthermore, the pre-service teacher also gave a surprised expression and nodded to see the use of the following backchannel functions can be seen from table OBT 1 below:

Table 4.2. *Observational Transcript analysis of Backchannel function against   Yunita*

No	Speaker	Turn	Functions of backchnannel			
			CON	CNV	ER	IR
001	Miss.Rara	Kalau yang ini sebenarnya koreksinya adalah e..., mbak Tri kebetulan kehilangan jam pertama ya				
002	Yunita	*(menganggukan kepala)*	✓			
003	Miss.Rara	Itu ada baiknya diawal checking attendance				
004	Yunita	✹hmm....↑ ✹ (Mengangguk)			✓	
005	Miss.Rara	Nah supaya membantu di checklist karena akan ada (the sound is unheard) memang mesti akan ada (the sound is unheard) memang untuk				

In the second observation participants was the pre-service teacher of the senior high school in Yogyakarta namely Yunita. It is similar to OBT 1 in OBT 2 participants used more CON and ER functions but with fewer numbers, while CNV and IR functions were not found on OBT 2. The results of the second observation, participants used 38 times backchannel in the conversation during coaching process. Based on the function of the backchannel in OBT 2 participants use 29 times CON function, 5 times the CNV, 4 times ER functions and do not use the IR function.

Furthermore, the difference in backchannel function is somehow related to the topics what are being discussed and also the ability of each participant in showing expression and response as a function of backchannel, same with OBT 1 in OBT 2 the topic of discussion during coaching process is about teaching performance, lesson plan and material development. it might be assumed when there was a conversation that discussed preparation and evaluation during the pre-service teacher teaching process. While the facial expressions shown by the pre-service teacher during the coaching process in OBT 2 focus on paying attention to the coaching given by looking at the supervisor teacher face, sometimes also nodding, surprised and laughing to see the use of the following backchannel functions can be seen from table OBT 2 below:

Table 4.3. Observational Transcript analysis of Backchannel function against Yunita

No	Speaker	Turn	Functions of backchnannel			
			CON	CNV	ER	IR
007	Yunita	✷/iya /↓ ✷ (mengangguk)	✓			
008	Miss.Rara	He'em ulangannya				
009	Yunita	✷/Oh:/↑ ✷ (Terkejut)			✓	
010	Miss.Rara	Kalo misalnya nggak sama , nanti ulangannya beda – beda , kemarin itu kayaknya feedbacknya ini aja kok mungkin bisa pakai gambar atau slide (Menunjuk dokumen)	✓			
011	Yunita	Yang ?				
012	Miss.Rara	Sebelum ini				

In the third first observation participants were the pre-service teacher of the senior high school in Yogyakarta namely Bob. Similar to the previous observation, the most used number of backchannel functions was CON, and IR function was not found, but the difference with OBT 2, in OBT 3 was found using CNV function, and also the number of ER functions used was more than OBT 2, The results of the third observation, participants used 23 times backchannel in the conversation during coaching process. Based on the function of the backchannel in OBT 3 participants use

15 times the CON function, 5 time the CNV function, 3 times the ER function and do not use the IR function.

Furthermore, same as OBT 1 and OBT 2 in OBT 3 the difference in backchannel function is influenced by the topics discussed and also the ability of each participant in showing expression and response as a function of backchannel. In OBT 3 topics of discussion during coaching process mostly are the use of lesson plans and some discussion about lesson plan and material development, this can be seen from the discussion of basic competencies between pre-service teacher and supervisor teacher. While facial expression used by pre-service teacher on OBT 3 when using the backchannel during coaching process, among others, focuses on watching pre-service teacher by looking at supervisor teacher face, nodding, surprised and smiling. To see the use of the following backchannel functions can be seen from table OBT 3 below:

Table 4.4. *Observational Transcript analysis of Backchannel function against Bob*

No	Speaker	Turn	Functions of backchnannel			
			CON	CNV	ER	IR
047	Bob	Maka disini kd 3.3				
048	Miss.Siska	✳/He'em/↓ ✳ (mengangguk)	✓			
049	Bob	Dibawah kolomnya sini baru Kd 3.4				
050	Miss.Siska	✳/Ohh /↑✳, 3.4 misalnya masuknya			✓	
051	Bob	He'em misalnya materi yang 2 kd				

In the fourth observation participants was the pre-service teacher of the senior high school inYogyakarta namely Bob. In OBT 4 the number of backchannel functions used is more than the previous three OBT, but for overall use the CON function remains the largest number, and the same as the three previous OBT on OBT 4 the IR function is not found. The results of the first observation, participants used 19 times backchannel in the conversation during coaching process. Based on the function of the

backchannel in OBT 4 participants use 6 times the CON function, 9 times the CNV function, 4 times the ER function and do not use the IR function.

Furthermore, the difference in backchannel function is influenced by the topics discussed and also the ability of each participant in showing expression and response as a function of backchannel, in OBT 4 topics discussed during coaching process mostly are about material design assessment and lesson plan, this can be seen from the discussion of the details of the general description and the making of the test questions. while for facial expression found on OBT 4 with the same OBT before Pre-service teacher focus watching supervisor teacher by looking at his face but also found innocent expression with a nod and also surprised to see the use of the following backchannel functions can be seen from table OBT 4 below:

Table 4.5. *Observational Transcript analysis of Backchannel function against Bob*

No	Speaker	Turn	Functions of backchnannel			
			CON	CNV	ER	IR
028	Bob	*Mengangguk*	✓			
029	Miss.Siska	Tapi nanti dibagian ini , akan fokus mengarah ke materi writing				
030	Bob	✳/Hmm:/ ↑ ✳ (surprised)			✓	
031	Miss.Siska	Soalnya Ini kan writing masuk kepetunjuk kerja. nanti keterampilan ini masuk dibagian presentasi (pointing the sheet)				
032	Bob	✳/Hmm :/↑ ✳ (surprised)			✓	
033	Miss.Siska	Iya to ?				
034	Bob	✳/oh:/ ↑ /iya ya bu/↑ ✳		✓		

4.1.2. Interview

In taking interview data researchers to need information that is rich to support the results of the study, therefore, it requires an engaging and open interview process to participants so that participants can present useful data. In this interview session the researchers used one - one interview method involving 2

participants, each participant has a different interview session, meaning the researcher conducts interviews with each participant with a different time and place but still uses the same method, namely one - one interview.

The researchers interviewed participants who were pre-service teachers from senior high school in Yogyakarta, this first pre-service teacher was named Yunita, then the second pre-service teacher was named Bob. With this interview, the researchers wanted to find information about backchannel that was used by both participants during the coaching process, both the use of backchannel functions.

In the interview process researchers have obtained information from the explanations of each participant regarding the use of function the backchannel function during coaching process. The results of the interview show that the two participants together use backchannel functions. Overall both participants used CON, CNV, ER, IR functions but did not find the use of IR functions in each participant's statement, in the conversation process during the coaching process the two participants more often responded to the feedback given by the teacher supervisor with the response briefly this is done to keep the conversation process going smoothly.

However, researchers find different reasons related to the use of the backchannel function in each participant. Based on the statement of Yunita the backchannel function used is not all in accordance with what she wants, participants tend to use the backchannel function sometimes only to show emotional response so that the conversation continues to run smoothly and does not want to interfere

with the conversation process that occurs. While in participants Bob the use of the backchannel function is in accordance with the conditions that he experienced during the conversation process.

Table 4.6. *Table of Interview Transcript*

Interview Transcription

Participant: Yunita (Pre-service teacher in senior high school in Yogyakarta)

Time: 18.00-19.12 WIB

Date: September 07, 2018

Place: at the participant's house

I: Interviewer**, P:** Participant

Subject	Line	Transcription
I		how do you choose the words to respond to the teacher supervisor during the coaching process?
P	1	If I respond, i will choose words so i wait for him to explain first, if it's finished I won't cut off his conversation, if she's done I say 'emm, that's miss' ', how do I miss it' I just answered immediately when she finished explaining, for example there are words that I don't know, I usually don't immediately ask, what do you

		mean, miss, so I just keep on myself, so I find out myself, I finished looking for I know, but I don't know what that means, I don't know the meaning, so I just asked
I		what makes your conversation smooth during the coaching process ?
P	2	So if I was before coaching I usually think about it, what do I want to ask, so when I do the coaching I want to do some planning like that, so I'm okay when he says he doesn't even say what I say so I respond accordingly "Oh yeah, ms is like this, ms," so it's like straightening up again, so if for example I've cleared it, ask again if it's like this, how's it going?

Table 4.7. *Table of Interview Transcript*

Interview Transcription

Participant: Bob (Pre-service teacher in senior high school in Yogyakarta)

Time : 20.25- 21.31 WIB

Date: September 16, 2018

Place: at the participant's house

I: Interviewer**, P:** Participant

Subject	Line	Transcription
I		how do you choose words to respond to the teacher supervisor during the coaching process?
P	1	when responding to the teacher's supervisor, I usually respond briefly, yes when I understand I respond briefly like nodding my head or "oh yeah I understand" "ohh yeah like that huh" but when I didn't understand, I certainly asked her
I		what makes the conversation run smoothly during coaching process?

P	2	so when she gave me the feedback I understood, I responded with enough by nodding my head, with me nodding my head, she continued her feedback but when I didn't understand I asked him "mam i still don't understand"

The table above was a portion of the interview transcript that researcher obtained by way of an interview session with the participant. The complete interview transcription attached in the appendix.

4.1.3.   Document Analysis

Documents that use researchers are useful to support data that has been obtained from observations and interviews. media used can be in the form of videos, photos, books, and autobiography participants, Creswell said (2014) there is documentation that can collect by the researcher involving public documents, namely newspaper, official reports and minutes of meetings and private documents such as a personal journal, letters and email.

In this study researchers used photos as a source of documents to be able to find out non-verbal expressions of participants during coaching processes, this, in order to support the functions, used whether in accordance with the expressions shown by participants, the photos shown are photos of observations when the two pre-service teacher from senior high school in Yogyakarta held talks with

supervisor teacher, of course this photo can be documentation when pre-service teacher uses backchannel during coaching process.

Based on the interviews of the two participants, pre-service teacher from senior high school in Yogyakarta, together conducted face-to-face conversations with supervisor teacher while doing coaching, both pre-service teacher conducted a coaching process at each school

Photo 4.1.1 below showed pre-service teacher (PST) called Yunita, looking at supervisor teacher (SVT) by looking at her face and also giving backchannel responses, mostly functions as a continuer, like "'Hmm", "yes", or Nodded.

Photo 4.1. *Yunita pay attention to the coaching provided by SVT*

Field Note 4.1. in OBT 1

Place: Public High school
Date and Time: 18-8-2018
Participant : Yunita (pre-service teacher from senior high school)

Yunita came to school on the date on August 18, 2018. On that day Yunita got a schedule to teach in the IPA class, at 10:00 a.m , after doing the teaching process, Yunita asked his supervisor, miss Siska, to evaluate the results of his teaching, then there was a coaching process, they both talked in front of the class. the first coaching process occurs for 7 minutes. during coaching process gave a short response like "Hmm". He'em, "Oh", and also showed expressions like nodding, laughing and surprised, pay attention by looking supervisor teacher face.

Photo 4.2. Below showed pre-service teacher from a Public high school called Yunita, pay attention during coaching process.

Photo 4.2 *Yunita look at the paper during the coaching process*

Field Note 4.2 *in OBT 2*

Place: Public high school
Date and Time: 20-8-2018
Participant : Yunita

Yunita came to school on the date on August 18, 2018. At 1:00 a.m. Yunita met the supervisor of the teacher to ask for coaching, then the teacher supervisor asked for a sheet that was written related to teaching, this time coaching was the same as coaching before discussing teaching performance, Coaching activities last for 12 minutes. during the Yunita coaching process shows short responses like " hmm ", " yes ", " he'em " and also some expressions like nodding. During the course of the coaching process the teacher focused on giving coaching to Yunita in accordance with the coaching material, sometimes the teacher pointed to the assessment from Yunita, who also seemed to pay close attention to the teacher supervisor when giving coaching.

Photo 4.3 below showed pre-service teacher from a senior high school called Bob, looking at supervisor teacher by looking at her face and same with Yunita, he also giving backchannel responses mostly functions as a continuer, like "iya'', "yes", ''he'em''or Nodded.

Photo 4.3 *Bob pay attention to the coaching provided by Supervisor teacher*

Photo 4.4 below showed pre-service teacher from a senior high school called Bob, is doing face-to-face chat, seen from the Bob expression showing a surprised expression, and the backchannel response shown is usually the word "/oh:

Photo 4.4 *Bob surprised during the coaching process*

Field Note 4.4 in OBT 4

Place: Private high school
Date and Time: 25-8-2018
Participant : Bob (pre-service teacher from senior high school)
Bob does a coaching process, at the teacher supervisor's office, at 09:30 a.m., the coaching process begins with a casual conversation, Yunita and the teacher supervisor look closer and familiar, while the material discussed in this coaching is quite a lot but is dominated by lesson plans, while responds are given Bob in the form of a short response like " Hmm ", " Oh yes yes ", " Yes mam ", " Oh " then Bob showed several expressions, like laughing, nodding, surprised.

4.1.4. Coding

In this study, the researcher created coding system for evidence from all data sources. Coding is the process of storing evidence into categorization based on theme and giving certain code on the evidence.

Table 4.4.1 displays the coding system for all data from interview, observation, and document analysis.

Table 4.8. Coding Systems

Data Source	Coding Sample	Meaning
Observation		"OB1" (for Observation 1) means the data gathered from observation 1, FBCP means
	OB1/FBTP /012	

Place: Private high school
Date and Time: 26-8-2018
Participant : Bob (pre-service teacher from senior high school)

same as before Bob also conducted a coaching process, at the teacher supervisor's office, at 9:30 a.m., the topic discussed in the coaching process was mostly about the lesson plan. during the coaching process Bob gave several short responses such as, "Ohh", "yes miss", "" yes yes "" and also some expressions such as nodding, surprised and pay attention by looking at the supervisor face. not only focused on the material, sometimes the teacher supervisor also joking with Bob, besides that the teacher supervisor gives advice so that one day Bob can also be a good teacher.

		Functions of Backchannel during coaching on teaching performance, 012 means it is from Observation transcript line 012.
	OB2/FBLP /013	"OB2" (for Observation 1) means the data gathered from observation 1, FBCP means Functions of Backchannel during coaching lesson plan 013 means it is from Observation transcript line 013.
Interview	I1/FBTP/014 I2/FBLP/014	"I" (for Interview) means the data gathered from the interview, 1 means the data gathered from the first interview. FBTP means Function of Backchannel in coaching Teaching Performance, 014 means it is from Interview transcript line 014.

		"I" (for Interview) means the data gathered from the interview, 2 means the data gathered from the second interview. FBLP means Functions of Backchannel in Coaching Lesson Plan, 014 means it is from Interview transcript line 014.
Documents (Photo)	P/FBMD/05	"P" (Photo) means the data gathered from the document in form of Photo, FBMDP means functions of Backchannel during coaching material development, 05 means it is from Photo 05.

4.1.5. Thematizing

In this part, the researcher categorized the research data into several categorizations. The categorizations were presented and confirmed the prefigured themes, which were broken down into more specific subthemes to be practical. Thematizing is displayed in table 4.5.1

Table 4.9.Thematizing Matrix

No	Code	Theme	Sub Theme
1.	FBTP	Functions of Backchannel during coaching on teaching performance	Continuer Convergence tokens Engaged Response tokens Information receipt tokens
2.	FBLP	Functions of Backchannel during coaching on lesson plan	Continuer Convergence tokens Engaged Response tokens Information receipt tokens
3.	FBMD	Functions of Backchannel during coaching on material development	Continuer Convergence tokens Engaged Response tokens Information receipt tokens

4.2. Discussion

This section presents a discussion of research findings. The discussion was about Functions of Backchannel in the Pre-service Teacher Coaching in senior high school in Yogyakarta.

4.2.1. Function of Backchannel During Coaching Teaching Performance

In the coaching process between the pre-service teacher and the teacher supervisor in both schools, of public high school was conducted by means of casual conversation. According to Zhao, Meyers, and Meyers (2009), with casual conversations, both pre-service teacher can develop a new understanding of behavior and thoughts during coaching processes. In the casual conversation itself can not be separated from the use of backchannel because it matches the statement of Yngve (1970) that backchannel will occur if there is a face to face conversation. In this study at each coaching process on each observation found 3 topics, namely, Teaching Performance, Lesson plan, and material development

The first explanation is about the use of backchannel functions that occur during coaching process on teaching performance. On the Pre-service teacher named Yunita, a discussion on teaching performance was found in observations. The following below is one example of using the backchannel during coaching process on teaching performance:

> Miss Rara : saya pikir meskipun sudah ada handout, ada baiknya yang di handout itu ditayangkan OBT2/016/FBTP

Yunita : ✳ /Emm:/↑✳ (Terkejut) OBT2/017/FBTP
Miss Rara: Jadi ketika mbaknya sambil menerangkan gini – gini, anak
– anak bisa sambil ngelihat di layar OBT2/018/FBCP
Yunita : ✳ / He'em / ↓✳ (Menatap Miss.Rara)OBT2/019/FBTP

In data above on OBT2/019/FBTP, Yunita using backchannel function as

continuer. According to O'Keeffe and Adolphs (2011), continuer serves to maintain a

conversation. As it is presented in OBT2/019/FBTP continuer is indicated with the

word " He'em " and falling intonation, another indication of the use of continuer is seen

when the teacher supervisor discusses the use of handouts when teaching, Yunita seems

to allow the teacher to keep talking and not trying cut off the conversation.

Moreover, Yunita also gives a reason why she uses the continuer function in

the following below is the statement given by Yunita:

> I: So when you answer it, what is your response? I1/FBTP/019
> P: I like being pushed like 'emm' miss ", " nodding ", " he'em, ''already
> miss just continue'' I1/FBTP/020
> I: even though you don't know?
> P: yes , even I don't know I1/FBTP/021

In the interview above, it can be seen that sometimes Yunita doesn't understand

what the supervisor teacher is saying, but because there is a feeling of shame and not

being brave, Yunita continues to provide a continuer respond to keep the conversation

going.

In coaching on teaching performance, Yunita also using engaged response

function, the following below are the results of observations when Yunita conducts a

conversation using Engaged response function:

Miss Rara : Itu ada baiknya diawal checking attendance OBT1/003/FBTP
Yunita : ✸ /hmm ..../ ↑✸ (surprised) OBT1/004/FBTP

The data above shows that the supervisor teacher is giving instructions to check attendance first before starting teaching and learning activities, this is one of the elements in discussing teaching performance, moreover Yunita also shows a surprised expression when responding to this conversation it can be seen when Yunita using the word 'hmm' 'with rising intonation, this indicates that Yunita uses the function of the engaged response, in line with O'Keeffe and Adolphs (2011) engaged response (ER) are used to communicate emotive listener opinions to the speaker, this response tends to express feelings in the form of shock, disgust, empathy, surprise, and so on.

In addition, the two functions above in the discussion of teaching performance, there are no other backchannel functions found such as CNV and IR, one of the factors that influence this is typical of teacher supervisors who are consultant coaching, this is also supported by Yunita statement below:

I: so in coaching it rarely talks about other problems I1/FBTP/022
P: rarely, so when coaching, Ms. Rara focus on the material that is being taught or telling about students in school I1/FBTP/023

From the statement above, Yunita only focused on the material being taught, according to Goof (2018) the type of trainer as a consultant descriptor tends to feel like

an expert when providing coaching, this type of teacher supervisor tends to focus on material.

In addition, the use of the backchannel function on the pre-service service teacher from senior high school named Bob, just like Yunita, Bob also uses the continuer function when coaching process, the following bellow is one of Bob conversations with teacher supervisors,when discussing teaching performance:

> Miss. Siska : Ya merecall oke baik ,nah dan untuk game itu bisa kalo tujuannya itu untuk merecall maka harusnya diawal gitu ya ? OBT2/041/FBTP
> Bob : ✱/Iya bu/↓✱ (menaggguk) OBT4/042/FBTP
> Miss. Siska : Karena bisa untuk menunggu siswa yang belum masuk dan sebagainya gitu , nah game itu juga sebenarnya bisa digunakan setelah ulangan untuk killing time gitu OBT4/043/FBTP

From the data above the supervisor teacher is giving an explanation of the use of games in the classroom, this is one of the discussions in teaching performance, the data above also indicates that Bob uses this continuer function, it can be seen when Bob responds to the teacher supervisor by giving a response "Yaa mam ' with falling intonation, another thing indicates continuer function when the supervisor teacher immediately continues the conversation when Bob gives a response it is presented in data OBT4/040/FBTP

Contrast to Yunita, Bob it uses the continuer function not only as a function to maintain conversation but also to show his understanding of the coaching delivered, this is also strengthened by the statement given by Bob below:

I: ooo. so you feel enjoy when she delivers it directly? I2/FBTP/050
P: yes, when she delivered the material I felt like enjoying it, yes and I immediately understood easily I2/FBTP/009

From the statement above, Bob looks like he enjoys and understands the material presented by the teacher's supervisor, in line with Duncan (1974) that backchannel can be an indicator to see listeners' understanding and interest into conversation process. Based on the data that has been analyzed, there is no use of CNV, ER, and IR, this is most likely influenced by the discussion of topics that are few when discussing teaching performance.

4.2.3. Function of Backchannel During Coaching Lesson Plan

Based on observations, in addition to teaching performance also found coaching about lesson plan discussion, the discussion about the lesson plan was more often found in coaching which happened to Bob than Yunita, below further discussion about the use of backchannel for both participants during a coaching process that discusses the lesson plan.

Coaching about lesson plan can be found in a number of conversations between Yunita and teacher supervisors while using backchannel this can be seen from the observation data below:

Miss. Rara: Oh iya boleh ini nanti dibagian ini yang akan dinilai , jadi nanti variasi di ini nya kurang lebih samalah (menunjuk form)OBT2/054/FBLP
Yunita: * Mengangguk * OBT2/055/FBLP
Miss.Rara : yo nek sekarang saya kan belum tau ya , belum ambil nilai di dalam OBT2/056/FBLP

From the discussion above, it appears that the teacher and supervisor are discussing the assessment section, this is one of the lesson plan discussions, the use of the continuer function can be seen from the way Yunita responds with nodded, and the supervisor immediately continues the conversation, when the coaching on lesson plan Yunita is more dominant in using the continuer function in line with O'Keeffe and Adolphs (2011) have said, continuer is the most commonly used function of backchannel. Apart from using the continuer function, Yunita also uses the Convergence tokens (CNV) function during coaching on lesson plan, it can be seen from the observation data below:

> Yunita : ✦/He'em/↓✦, kalau durasi waktunya gimana miss ?
> OBT2/059/FBLP
> Miss.Rara : Ya monggo silahkan , jadi kan buat rubriknya dulu kan
> OBT2/060/FBLP
> Yunita :✦/Iya/↑✦ (mengangguk) OBT2/061/FBLP

As it presented in data above the using of CNV function can be seen when Yunita give a response with the word "iya" with rising intonation, Yunita using the CNV function to keep the conversation process going and also shows an agreement to the teacher supervisor. This is also supported by a statement from Yunita about the use of CNV functions below:

> I: how do you keep the conversation going? I1/FBLP/024
> P: More to consciousness, for example, the teacher said this, I also felt that way but I did not argue, for example, like ''oh yeah ms right I also feel like that'' I1/FBLP/025

In line with O'Keeffe and Adolphs (2011) CNV has a function to provide positive feedback or agreement with a speaker as well as to continue the flow of conversation. Then for other backchannel functions not found at the time of the coaching process that discusses the lesson plan, namely, among other functions (Engaged response) ER and (Information receipt) IR, because most of the intonation given by Yunita is a falling intonation which is more likely to lead to continuer or convergence, according to Pipek (2007) backchannel can be seen from the intonation used during the conversation process.

Furthermore, in Bob coaching, also found a conversation that discussed lesson plans, while for backchannel functions that were used included continuer, convergence, and engaged response. The function used is quite balanced and there is nothing dominant when Bob in the coaching process when discussing the following lesson plan below is one of the conversations that existed at the time of observation where Bob used the continuer function:

> Miss. Rara: Oke materinya apa , kemudian karena ini adalah pre- test tertulisOBT3/035/FBLP
> Bob: �/ He'em / ↓ ✱ (Menatap guru) OBT3/036/FBLP
> Miss. Rara: Maka tidak memakai keterampilan
> skills OBT3/037/FBLP

In data observation above talking about the discussion pre-test material is part of the explanation of the lesson plan, as it is presented in the data OBT3 / 037 / FBCP,

Bob uses a continuer function with ''he'em'' response and uses falling intonation. Bob uses the continuer function because he does understand and maintain the flow of conversation that occurs during the coaching process. this is also supported by the Bob statement below:

I: how do you choose words to respond to the teacher supervisor during the coaching process?
P: aaa ... when I respond, I usually respond briefly when I understand I give respond like nodding my head or "oh yeah I understand" "Ohh yeah like that " but when I didn't understand, I certainly asked to her I2/FBLP/018

In line with Duncan (1974) backchannel can be a benchmark for listeners' understanding and interest to the speaker. Furthermore, Bob also uses the convergence functions. Below is one of the conversations when Bob uses the CNV function:

Miss. Siska : Jadi ini hanya kd 3.3 saja tanpa 4.3 OBT3/039/FBLP
Bob : ✦ /Oh ya ya/ ↑✦(Nodded) OBT3/040/FBLP
Miss. Siska : Nanti bu e. kalo yang ini dhapus aja bu? OBT3/041/FBLP

In data observation above, the discussion is about determining basic competencies, this topic is part of coaching on lesson plans, as it is presented in the data OBT3/041/FBCP, Bob uses a convergence function with word ''oh ya ya'' and uses falling intonation. From the data above, it appears that Bob agrees with what was correction be delivered by the teacher supervisor, in line with O'Keeffe and Adolphs (2008) CNV serves to provide positive feedback or agree to the speaker.

Furthermore, Bob also uses the engaged response function when coaching on lesson plans, below is one of the conversations when Bob uses the ER function:

Miss. Siska: Dibawah kolomnya sini baru Kd 3.4 (pointing pre-service form) OBT3/049/FBLP
Bob: � / Ohh / ↑✦, 3.4 misalnya masuknya OBT3/050/FBLP
Miss. Siska: He'em misalnya materi yang 2 kd OBT3/051/FBLP

In data observation above talking about discussing basic competencies, the basic competency section can be included in the discussion of the lesson plan , as it is presented in the data OBT3 / 050 / FBLP, Bob uses an engaged response function with ''ohh'' response and uses rising intonation, below is the statement Bob why he uses an enngaged response

I: how do you express your emotions when responding?
P: aaa first i gave feedback, i was shocked and responded with "wow like this mam" because it was the first time I had such an experience "wow like this mam" "ooo this way" or maybe aa. "Ooo ... it becomes an input for me to go forward" like that I2/FBLP/030

Based on the statement above Bob uses engaged response when he shows an emotive response at the time of coaching process, in line with O'Keeffe and Adolphs, (2008) Engaged response tokens to provide more affective response tokens, communicating emotive signals and opinions to speakers without taking over the turn. This response is usually tended to express feeling such as; anger, shock, surprise, disgust, sympathy, empathy, disagreement, disgust, and so on.

4.2.4. Function of Backchannel During Coaching Material Development

After discussing the use function of backchannel in the coaching process by discussing teaching performance and lesson plans, the last one is coaching about material development, coaching on the material development process found in several conversations conducted by both pre-service teacher, from senior high school.

At the pre-service teacher namely Yunita, although there was a coaching about material development but this coaching was still minimal and still more dominated by coaching about teaching performance, while for its own function during the coaching process that discussed Material development Yunita only used functions continuer and not using other backchannel functions, the following below is one of Yunita conversations that uses the continuer function during coaching that discusses material development.

> Miss. Rara: Itu dia bisa dipilih , kemudian kemarin kan ngasih project
> OBT2/030/FBMD
> Yunita: ✴/ yaa / ↓✴ (staring at the teacher) 31 OBT2/031/FBMD
> Miss. Rara : Kalau ngasih project nanti ada baiknya diberikan emm…
> apa namanya , yang mau dinilai apa, OBT2/032/FBMD

In the results of the analysis, why Yunita from discussing teaching performance to coaching processes remains consistent and uses the most continuer, most likely influenced by the character of the teacher supervisor who conducts coaching like an expert, making Yunita tend to continue to focus on the conversation, according to Goof (2018) those with consultant descriptors tend to provide coaching like an expert. this is

in accordance with Yunita statement below regarding the teacher supervisor who provides coaching:

> I : So in coaching it rarely talks about other problems ?
> P: Rarely, <u>so when coaching the focus is the same as the material discussed</u> or about students at school. I1/FBMD/023

Based on the data interview above, supervisor teacher only focus on discussing material and not discussing other topics during coaching, it can be indicating that the teacher supervisor from public high school has character as a consultant.

Furthermore, for Bob, the use of the backchannel function used is very varied than Yunita, although in the coaching on lesson plan the function used by Bob is only the Continuer (CON) function and the engaged response (ER).

The use of the continuer function found in the observation results, it can be seen from the observation data below:

> Miss.Siska : e.. siswa diminta untuk menyusun text ini berdsarkan situasi , oke ini sudah betul.OBT4/027/FBMD
> Bob: *Mengangguk*. OBT4/028/FBMD
> Miss. Siska : Tapi nanti dibagian ini , akan fokus mengarah ke materi writing (menunjuk sheet) OBT2/029/FBMD

Based on the data above in OBT2 / 028 / FBMD, indicating that Bob uses the continuer function, when Bob giving a responds with a nodded same as with the previous discussion the use of the backchannel continuer function on Bob, is indeed used in accordance with the actual function that is to maintain conversation and signal

that he understands the material presented by supervisor teacher. This is in accordance

with Bob statement in the data interview below:

> I : what makes the conversation run smoothly during the coaching process?I2/FBMD/019
> P :aaa ... so when she gave me feedback that I thought I understood enough by nodding my head, when   I nod my head she automaticly continued her feedback but when I didn't understand I asked him " mam I still don't understand" I2/FBMD/019

The statement above is in accordance with the statement of O'Keeffe and

Adolphs (2008) that backchannel continuer (CON) is the most commonly used form of

backchannel function, this continuer function also serves to maintain the flow of

conversation.

Furthermore, Bob also uses the engaged response tokens (ER) function during

coaching on material development, this can be seen from the observation data below:

> Miss. Siska : Soalnya Ini kan writing masuk kepetunjuk kerja,, nanti keterampilan ini masuk dibagian presentasi (menunjuk lembaran)OBT3/035/FBMD
> Bob : ✷/ Hmm: / ↑✷ (tekejut) OBT3/036/ FBMD
> Miss. Siska :✷Iya to ? ✷ OBT3/037/ FBMD
> Bob : ✷/oh:/ ↑ /iya ya bu/↑✷OBT3/038/ FBMD
> Miss.Siska: memberikan resume, retell story, atau apa itu kan dikemampuan presentasi tapi kan kalo writing ini masih kemampuan disini (menunjuk lembaran) OBT2/039/FBMD

In data above in coaching about lesson plan, talking about discussing material

usage in each section, especially writing and presentation material, as it is presented in

the data OBT2/034/FBCP, Bob uses an engaged response function with ''ohh''

response with rising intonation, below is Bob statement, why he uses an engaged response.

> I: how do you express your emotions when responding? I2/FBMD/)29
> P: aaa first i gave feedback, i was shocked and responded with "wow like this mam" because it was the first time I had such an experience "wow like this mam" "ooo this way" or maybe aa. "Ooo ... it becomes an input for me to go forward" like that I2/FBMD/030

From the data interview above shows that Bob is brave to show his expression to the teacher supervisor, according to O'Keeffe and Adolphs (2011) ER function that aims to show the listener's emotive response during the conversation process. On the other hand, Bob dares to show emotive responses, possibly also influenced by character of supervisor's teacher. According to Goof (2018) Supervisor type advisers tend to have closer relations with their students because they are like big sisters, supervisor teacher typical adviser deliver the material is different from the teacher supervisor consultant character. Sometimes she not only talks about material but also talks about other things to establish closeness with pre-service teacher.

At last, although both of them have teacher supervisors who have different characteristics, they both still enjoy the coaching process because coaching in a casual conversation will form good interpersonal relationships, according to Dinsmore and Wenger (2006) Strong interpersonal relationships between pre-service teachers and the preservice supervision of teachers the influence of the pre-service teacher learning process is positive, the learning process can be improved.

4.2.5. Additional Findings

There is a tendency, that Bob and Yunita treat coaching process different this can be seen from the backchannel response given by the two pre-service teachers during coaching, Yunita tend to use monotonous continuer functions of each coaching process that occur and look seriously paying attention to the teacher supervisor, while Bob using functions backchannel was more varied and he also seemed relaxed in the coaching process with the teacher supervisor. This is supported by the Field notes below:

Field Note 4.2 *in OBT 2*

Place: Public High school
Date and Time: 18-8-2018
Participant : Yunita (pre-service teacher from senior high school)
Yunita came to school on the date on August 18, 2018. On that day Yunita got a schedule to teach in the IPA class, at 10:00 a.m , after doing the teaching process, Yunita asked his supervisor, miss Siska, to evaluate the results of his teaching, then there was a coaching process, they both talked in front of the class. the first coaching process occurs for 7 minutes. during coaching process gave a short response like "Hmm". He'em, "Oh", and also showed expressions like nodding, laughing and surprised, pay attention by looking supervisor teacher face.**During the course of the coaching process the teacher focused on giving coaching to Yunita in accordance with the coaching material, sometimes the teacher pointed to the assessment from Yunita, who also seemed to pay close attention to the teacher supervisor when giving coaching.**

Field Note 4.4 *in OBT 4*

Place: Private high school
Date and Time: 26-8-2018
Participant : Bob (pre-service teacher from senior high school in Yogayakarta)
Same as before Bob also conducted a coaching process, at the teacher supervisor's office, at 9:30 a.m., the topic discussed in the coaching process was mostly about the lesson plan. during the coaching process Bob gave several short responses such as, "Ohh", "yes miss", "" yes yes "" and also some expressions such as nodding, surprised and pay attention by looking at the supervisor face. **not only focused on the material, sometimes the teacher supervisor also joking with Bob, besides that the teacher supervisor gives advice so that one day Bob can also be a good teacher.**