BACKCHANNEL IN CASUAL CONVERSATION DURING PRE-SERVICE COACHING IN SENIOR HIGH SCHOOL IN YOGYAKARTA

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ABSTRACT

This research is aimed to describe what functions of backchannel that are appeared in this conversation in pre-service coaching and to explain functions of each backchannel. The object of this research is two pre-service teacher of public and private high school in Yogyakarta. This research uses an observational study. The researcher collects the data by observation, interview, and document. The researcher found three functions of backchannel; continuer (CON), convergence tokens (CNV) and engaged response (ER), double and complex. The most used backchannel form is dominated by continuer. Based on finding, the participants are able to used backchannel as its functions since the conversation is successful.

keyword: Pre-service teacher.Coaching, Backchannel function

INTRODUCTION

There are some aspects that people should fill with to make conversation work. Successful conversations start when two or more people feel comfortable while talking with each other. One of the ways to create successful conversation is through backchannel, backchannel is important for people wishing to be able to function as supportive, cooperative listeners. This is in line to the theory from Lammi (2010), It means that backchannel as a simple response that serves to show interest and understanding to continue to encourage the speaker to continue the conversation, and the use of lexical items as backchannel is a form of listener's attitude to express concern for the speaker or something else.

However, the use of backchannels is still debatable in terms of is it must in the conversation between the speaker and the listener. According to Noguchi & Den (1998)

the backchannel is considered to be regarded as only alternative response. For example, is found to vary from speaker to speaker. Not everyone responds to a backchannel with the same response. Thus the spoken conversations may not all contain backchannels that may have occurred. or may contain backchannels that do not occur.

Actually, in casual conversation, backchannel is very often used, because casual conversation has an aspect of communications which is wide enough so like intonation, grammar and gesture in conversation to see listener attraction to topic presented by speaker (Ike, 2010). Backchannel in casual conversation also can happen in teaching and learning process. One of the studies who discussed by MalihehYazdfazeli, Mothallebzadeh, & Fatemi (2015) claim that backchannel in teaching and learning can happen in all stages and can have an impact on each stage, in presentation stages can provide students awareness and sensitivity to the conversation process, in practice stages can help students to define roles and in production stages can help students in interaction and discussion process independently.

In its development, since casual conversation and backchannel are inspirable, it apparently attacks some scholars' attention to use casual conversation as a form of coaching (Meyers & Meyers, 2009). However, the study which put the setting of using casual conversation and backchannel in pre-service teacher coaching.

LITERATURE RIVIEW

Formal conversation is conversation intended for a formal language that follows the chain of command or rules that exist Richards (1971) explained that formal language basically is an impersonal language and is used at certain times and moments like government announcements, editorial in a newspaper and many more. Formal conversation does not consider a person addressed as an individual.

Casual conversations are conversations that are usually done in informal conversation. Informal styles contrast with more formal oral genre styles, such as speeches and announcements used, in which formal speeches are defined as careful,

unspecific ways of speaking and places in certain contexts and which may affect pronunciation (Richard, 2008). As described by Kraut et al (2002) informal communication is a fixed communication and is not affected by hierarchy and rules. it can be concluded that informal conversation can be used flexibly, and not influenced by certain rules.

In recent years a number of literature provide new strategies for casual conversation teaching. This strategy is aimed to help learners as well as to improve the teaching process. Some researchers aware that by letting English learners participate in casual conversation, it will enable them to have greater opportunity to participate in a new environment (Denny, Roskvist, & Englefield, 2005).

According to Goff (2018) conversation can also be used as a media of coaching , in terms of coaching the conversation process can be determined from the role and characteristics of the teacher supervisor when providing coaching. The character or role of the teacher supervisor is divided into two: typical coach as consultant descriptors and coach as trusted adviser descriptions. Coach as consultant descriptors tend to feel like someone expert in their field so that it provides direction like a consultant and focuses on providing guidance during coaching, while supervisor type coach as trusted adviser descriptions tend to position themselves as close mentors like a friend or big sister, coaching which tends to be relaxed like someone who is giving therapy.

Yngve (1970) as a linguist, who coined the term "backchannel" in his pioneering study, describes backchannel as devices providing feedback to the current speaker. These devices appear in both face-to-face conversation and serve to provide feedback to the current speaker that his message is being received. The definitions of backchannels vary in some studies (McCarthy & O'Keeffe, 2004). Backchannels have many other names such as *response tokens* (Adolphs & Carter, 2007) *and reactive tokens* (Clancy et al. 1996) as reviewed in Knight (2011).

At a basic level, backchannel can provide ''*continuers*'' which prompt and encourage the speaker to continue, or "assessments" which convey a listener's comprehension and interest. But on a deeper level, more sophisticated responses can

include **''sentence completions''**, "**clarification requests", "statements", and "non-verbal responses"**. As described by Duncan (1974), the term response tokens include verbal response tokens (*right* and *mm*), non-verbal response tokens (hand gestures, gaze, nods, and silence), and forms such as completion of a prior turn.

Maynard (1997) in Cutrone (2005) divides the backchannel into 6 functions: continuer, understanding, support and empathy, agreement, emotive, and minor additions. While in partial agreement with O'Keeffe & Adolphs (2011) as cited by Knight (2009) that provided a functional coding model that categorizes backchannels according to four different subgroups; Continuers (CON), Convergence tokens (CNV), Engaged Response tokens (ER) and Information Receipt tokens (IR). The most relevant backchannel function used is owned by O'Keeffe & Adolphs (2011) because in other theories there are still many flaws and irrelevant such as the theory of Doi (2012) which focuses more on the interaction function between the speaker and listener, the theory of Shelley and Gonzales (2013) which focuses on the backchannel function culturally, and Maynard's theory is still too broad .

RESEARCH METHODE

This study uses observational studies to analyze existing phenomena, according to Rosenboum (2005) observational studies are often referred to as natural experiments in which there are various stages, namely planning and studying as closely as possible the participant who is examined. Furthermore, observational studies are appropriate to this research because this research relies on linguistic rather than numerical data, and employs meaning-based rather than statistical forms of data analysis. The numerical finding is used as only a reference of further qualitative interpretation.

The main purpose of this research is to analyze and classify backchannels according to their function during the coaching process pre-service teacher. In this study the researcher chose 2 pre-service teachers from two different schools, namely pre-service teacher from public high school Yogyakarta and private high school Yogyakarta. The pre-service teacher recorded a conversation with the supervisor

teacher during coaching process. From the conversation process, the researcher analyzed what backchannel appeared and how, the backchannel that was used. It would also be seen whether the pre-service teacher was able to maintain the conversation with the supervisor teacher, so that they will get more insight.

This observational study uncovers how the backchannels work during pre-service teacher coaching process. Specifically, this research describes and explains each backchannel by its type and function. First, after the researcher identifies backchannel from the transcribed conversation, the researcher classifies the backchannel into functions of backchannel table, which are of three functions ; continuer (CON), Convergence tokens (CNV) , engaged response (ER) and information receipt tokens (IR) .

The next step is the researcher makes an explanation by dividing each backchannel into functions of backchannel table, which are four functions; continuer, convergence tokens, engaged response tokens and information receipt tokens. Then, the following explanation will present detail information about the research.

FINDING AND DISCUSSION

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 on types of backchannel which are simple, double and complex, there were 94 backchannels response appear in those turns. Based on the research's analysis on types 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).

Function of Backchannel During Coaching Teaching Performance

In the coaching process between the pre-service teacher and the teacher supervisor in both schools, public high school, and private 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 from public high school namely Jean, 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 : I think even though there is already a handout, it's good that the handout is shown in front of the class OBT2/016/FBTP

Jean : ✸ / Emm: / ↑, / he'em yaa miss /✸ OBT2/017/FBTP

Miss Rara: So when you explain the material, students can pay attention to the screen in front of the class OBT2/018/FBCP

Jean : ✸ / He'em / ↓ ✸ OBT2/019/FBTP

In data above on OBT2/019/FBTP, Jean 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, Jean seems to allow the teacher to keep talking and not trying cut off the conversation.

Moreover, Jean also gives a reason why she uses the continuer function in the following below is the statement given by Jean:

I: So when you answer it, what is your response?

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 Jean doesn't understand what the supervisor teacher is saying, but because there is a feeling of shame and not being brave, Jean continues to provide a continuer respond to keep the conversation going.

In coaching on teaching performance, Jean also using engaged response function, the following below are the results of observations when Jean conducts a conversation using Engaged response function:

Miss Rara : That is good at the beginning of checking attendance OBT1/003/FBTP

Jean : ✹ /hmm ..../ ↑✹ (surprised) OBT1/004/FBTP

The data above shows that the supervisor teacher is giving advice to Jean to check attendance first before starting teaching and learning activities, this is one of the elements in discussing teaching performance, moreover Jean also shows a surprised expression when responding to this conversation it can be seen when Jean using the word 'hmm' 'with rising intonation, this indicates that Jean 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 Jean's statement below:

I: so in coaching it rarely talks about other problems?

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, the pre-service teacher 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 Private High School named Ben, just like Jean, bean also uses the continuer function when coaching process, the following bellow is one of Ben's conversations and teacher supervisors. when discussing teaching performance:

Miss. Siska : Yes, it's OK, well, and for the game, it can be used, if the purpose is to recall OBT2/039/FBTP

Ben : ✦ / Yaa ma'am / ↓✦ (Nodded) OBT4/040/FBTP

Miss. Siska : Because it can be used to wait for students who have not yet entered and so on, it can also be used after the exam for killing time OBT4/041/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 Ben uses this continuer function, it can be seen when Ben 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 Ben gives a response it is presented in data OBT4/040/FBTP

Contrast to Jean, Ben 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 Ben 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, Ben 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.

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 the teacher pre-service from private high school than the pre-service teacher from public high school, 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 pre-service teachers from public high school, Jean and teacher supervisors while using backchannel   this can be seen from the observation data below:

Miss. Siska: This section will be assessed, so later the variations in this section are more or less the same (pointing to the pre-service teacher form) OBT2/054/FBLP

Jean: * nodding * OBT2/055/FBLP

Miss.Siska : for now I don't know, because I haven't taken the test scores yet. 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 Jean responds with nodded, and the supervisor immediately continues the conversation, when the coaching on lesson plan Jean 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, Jean also uses the Convergence

tokens (CNV) function during coaching on lesson plan, it can be seen from the observation data below:

Jean :✷/ He'em / ↓✷, how long does it take ? OBT2/059/FBLP

Miss.Siska : Yes, please, so do the rubric first, right ? OBT2/060/FBLP

Jean :✷/Iya/↑✷ (Nodded) OBT2/061/FBLP

As it presented in data above the using of CNV function can be seen when Jean give a response with the word "iya" with rising intonation, Jean 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 Jean about the use of CNV functions below:

I: how do you keep the conversation going?

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 Jean 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, the pre-service teacher from Private High School named Ben, 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 ben in the coaching process when discussing the following lesson plan below is one of the conversations that existed at the time of observation where Ben used the continuer function:

Miss. Rara: Okay what material is it? , then because this is a written pre-test OBT3/035/FBLP

Ben: / He'em / ↓ (staring at the teacher) OBT3/036/FBLP

Miss. Rara: Then there is no need to use 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, Ben uses a continuer function with ''he'em'' response and uses falling intonation. Ben 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 Ben 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, Ben also uses the convergence functions. Below is one of the conversations when Ben uses the CNV function:

Miss Rara : So this is only 3.3 only without 4.3 OBT3/039/FBLP

Ben : ✷ /Oh ya ya/ ↑✷(Nodded) OBT3/040/FBLP

Miss.Rara : so this doesn't need to be used 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, Ben uses a convergence function with word ''oh ya ya'' and uses falling intonation. From the data above, it appears that Ben 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, Ben also uses the engaged response function when coaching on lesson plans, below is one of the conversations when Ben uses the ER function:

Miss. Siska: Below the column here is new Kd 3.4 (pointing pre-service form) OBT3/049/FBLP

BEN: ✷ / Ohh / ↑✷, for example here 3.4 OBT3/050/FBLP

Miss. Siska: He'em for example material that is 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, Ben uses an engaged response function with

''ohh'' response and uses rising intonation, below is the statement ben 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 Ben 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.

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 public high school and private high school.

At the pre-service teacher of public high school namely Jean, 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 Jean only used functions continuer and not using other backchannel functions, the following

below is one of Jean's conversations that uses the continuer function during coaching that discusses material development.

Miss. Rara: That can be chosen, then yesterday you gave the project OBT2/030/FBMD

Jean: ✈/ yaa / ↓✈ (staring at the teacher) 31 OBT2/031/FBMD

Miss. Rara : If you give a project to students, it is better to give emm ... what you want to assess 32 OBT2/032/FBMD

In the results of the analysis, why Jean 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 Jean 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 Jean 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 pre-service teacher of private high school named Ben, the use of the backchannel function used is very varied than Jen, although in the coaching on lesson plan the function used by Ben 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 .. students are asked to fill in the text based on the situation, okay this is correct. OBT2/027/FBMD

Ben : *Nodded*. OBT2/028/FBMD

Miss. Siska : But later in this section, it will focus on the writing material (pointing to the sheet) OBT2/029/FBMD

Based on the data above in OBT2 / 028 / FBMD, indicating that Ben uses the continuer function, when Ben giving a responds with a nodded same as with the previous discussion the use of the backchannel continuer function on Ben, 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 Ben statement in the data interview below:

I : what makes the conversation run smoothly during the coaching process?

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, Ben also uses the engaged response tokens (ER) function during coaching on material development, this can be seen from the observation data below:

Miss. Siska : writing is in the work instructions section, then this skill is in the presentation section OBT3/035/FBMD

Ben : ✳/ Hmm: / ↑✳ (surprised) OBT3/036/ FBMD

Miss. Siska :✳right ? ✳ OBT3/037/ FBMD

Ben : ✳/ oh: / ↑ / yes yes ma'am / ↑(surprised)✳ OBT3/038/ FBMD

Miss.Siska: Giving a resume, retell story, or something else is included in the presentation material, but this writing is still material in the another section (pointing to the sheet) 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, Ben uses an engaged response function with ''ohh'' response with rising intonation, below is Ben statement, why he uses an engaged 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/FBMD/030

From the data interview above shows that Ben 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, Ben 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.

CONCLUSION AND RECOMMENDATION

This study presents qualitative findings and shows that pre-service teachers from public and private highs schools can use backchannel as a minimal response to maintain natural flow of speech during coaching processes. Therefore, the conversation they make can successfully reach the conversation objectives that provide signals and respond. Current research has shown backchannels in a variety of functions. Some conclusions that refer to answers to research problems from this study are presented as follows:

1. From the four available backchannel functions, researchers found three types of backchannel functions in casual conversations conducted by pre-service teachers from public and private high school during coaching processes; continuer (CON),

convergence tokens (CNV) and engaged response (ER). The most widely used form of backchannel function is dominated by backchannel CON. On the other hand, the most rarely used function is ER. And the other is the function of CNV.

In addition, each pre-service teacher from the public and private high school has a reason to use the backchannel function, the pre-service teacher from the public high school uses the CON function to keep the conversation going even though sometimes she does not understand what the supervisor teacher says. While the pre-service teacher from private high school used the CON function to show his understanding of the coaching delivered. Then the pre-service teacher from public high school used the CNV function to keep the conversation process going and also shows an agreement to the teacher supervisor, while the pre-service teacher from the private high school used the CNV function to show agreement with what the teacher supervisor said, and the last is the reason for using engaged response (ER), pre-service teacher from public high school uses the ER function to express her feelings with responding emotively just like the pre-service teacher from public high school, pre-service teacher from private high school uses the ER function to provide emotive response from what he feels during coaching processes.

2. Furthermore, there are also differences in characteristics of the two teacher supervisors from each school, teacher supervisors from public high schools tend to have the character as consultant coachers while supervisors from private high school have an adviser coacher character, from these character differences also affect the use of backchannel functions from each pre-service teacher, this can be seen from pre-service teachers from public high schools tend to be more dominant using continuer functions with sufficient contrast with the use of other backchannel functions, while pre-service teachers from private high school using backchannel functions tend to be more varied although the continuer function is dominant but does not contrast with the other backchannel functions that it uses.

3. The backchannel function it is very helpful in the conversation process especially in coaching processes using casual conversations, teachers can understand student responses and the level of understanding of students from the backchannel responses that students give during coaching process, because of the lack of research on backchannel use during coaching process. more about backchannel so that it can enrich the faith about backchannel especially in the fields of education and teaching.

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