Communication Patterns of Lecturers in German Competence Teaching at the University

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Abstract. This study aims to obtain data and information related to lecturer communication patterns in German competence teaching. The course is focused on German language competence, consisting of four competencies: reading (Lesen), listening (Hören), writing (Schreiben), and speaking (Sprechen). The research was conducted in the German Language Education Study Program at the Faculty of Language and Literature. The results showed that the communication patterns used by lecturers in German competence teaching included as many as 291 communication patterns with details: primary communication patterns as many as 91 (verbal as many as 69 and nonverbal as many as 22), secondary communication patterns as many as 69, interpersonal communication patterns as many as 20, linear communication patterns as many as 49, and circular communication patterns as many as 61. The use of communication patterns by lecturers in German competence teaching from the highest to the lowest levels is primary communication patterns (31%), secondary communication patterns (24%), circular communication patterns (21%), linear communication patterns (17%), and interpersonal communication patterns (7%).

Keywords: *Communication Patterns, lecturer, German competence teaching*

INTRODUCTION

German is known as one of the most popular foreign languages studied by millions of people in school and college. Data reported from the Deutsche Welle (http://bit.ly/dw-Zahl) website at a conference in Berlin presented by Michelle Müntefering as Foreign Minister and initiated by Deutsche Welle, the Goethe Institute, and several educational institutions outside Europe on July 4, 2020, which was conducted from Deutsche Welle's website, showed that the number of German-language learners reached as many as 15.4 million people in mid-2020, including 11,227,917 people in the region. In Europe, there are 812,225 people in the Americas, 1,639.34 in Africa, and 1,773,750 in Asia. The popularity of German learning in the world cannot be separated from career opportunities in Germany, both through strategic programs such as AuPair, Ausbildung, Freiwilliges Soziales Jahr (FSJ), and Bundesfreiwilligendienst (BSD).

Indonesia is one of the countries in the Southeast Asian region that places German as one of the subjects of interest in high school based on the 2013 Curriculum or courses in the social sciences and humanities in universities through the German Education and Literature Study Program in several universities by making the KKNI curriculum an essential reference. Makassar State University is one of the universities that provide educational institutions for high school alumni to continue their studies and develop German language competencies through the German Language Education Study Program at the Faculty of Language and Literature.

German language learning in German Education Study Program is pursued through several courses such as Sprachbeherrschung, Strukturen und Wortschatz, Übersetzung, Dolmetschen, schriflicher Ausdrück, and freier Vortrag. Sprachbeherrschung is a grouping of German courses taught in semesters I–IV and is the primary basis or foundation of theoretical concepts and German-language practice at the A1–B1 level. The course focuses on the receptive and productive competence of the German language. Receptive competence is developed through reading and listening courses with learning outcomes focused on understanding orally and in writing. In comparison, productive competencies include Schreibfertigkeit and Sprechfertigkeit courses that have learning achievements focused on disclosing information in writing and orally. Learning the German language is also inseparable from the support of other courses such as grammar and vocabulary. Therefore, the final estuary of a Bachelor of Education degree in German is an educator who has didactic insight and good German language quality and competence and can take advantage of opportunities for a career in Germany by having a German language certificate.

The results of the observation and experience of researchers as lecturers in the course and brainstorming with several other lecturers, as well as the results of the B1 exam test conducted, obtained information that there is a unique German language competency phenomenon from year to year. The higher the semester level of students, the more of them experience a decrease in German language competence. This was revealed when they programmed the courses schriflicher Ausdrück and freier Vortrag. Both courses are courses on the implementation of German language competencies obtained by students at A1-B1 levels. In addition, the

tendency to distrust one's abilities and competencies was revealed when they wrote their research abstracts in German. The majority of them rely solely on Google Translate or similar apps. This phenomenon is certainly a condition that needs to be evaluated and given treatment to show significant changes.

Various models, methods, strategies, approaches, and learning media have been implemented to improve German language competence, but the above phenomenon is still civilized. The learning process is a process of interaction between educators and learners. Lillge & Knowles (2020) and Ortega et al. (2020) suggest that interaction in the learning process is a communication pattern that can contribute to and inhibit the achievement of learning goals. Liberali et al. (2018) also revealed that communication skills also support learning goals. The description shows that communication patterns, especially in German learning, need more attention because their essence can contribute to achieving the goal of logging and can also be a weakness or a factor inhibiting achievement of learning goals. That is the main foundation for research to get data and information about lecturer communication patterns in German language teaching in universities.

Communication patterns

Patterns are models, examples, guidelines (designs), and work bases. A pattern is a form or model (or more abstractly, a set of rules) commonly used to create or produce a resulting pattern or part of a resulting pattern. A pattern has quite one type: an archetype that is observed where something is said to exhibit a pattern. Archetypal detection is called pattern recognition. Permatasari (2013) also suggested that patterns are references and procedures for carrying out an activity. This communication pattern is the workings of a group or individual in communicating based on communication theories for conveying messages or influencing communicants. Barna & Barna (2012) add that communication patterns are an extraordinary approach to creating a climate of interaction that is conducive and can affect each other.

Communication patterns are a model of the communication process, so that with a variety of communication models and parts of the communication process, patterns are suitable and easy to use in communicating. Ortega et al. (2020) also added that communication patterns are identical to the communication process because communication patterns are a series of activities to convey messages, so that feedback from the recipient of the message, from the communication process, will arise in the form of patterns, models, shapes, and also small parts that are closely related to the communication process. An understanding of this pattern illustrates when we are going to make clothes. When a person makes clothes, he will make a pattern, often called a pattern. This pattern is flexible and easy to change. This pattern will determine the shape and model of a shirt, and then, after going through several processes, it will look and model like a shirt.

It will be noticeable that communication patterns can be understood as communication that is flexible and easily changed. This pattern is strongly influenced by the language symbols used and agreed upon by a particular group. So, communication patterns are a dynamic of interactions carried out individually and in groups that aim to get feedback from communicants. It can be concluded that

communication patterns are a dynamic of interactions carried out individually and in groups that aim to get feedback from communicants. Several communication patterns are often used in education: primary, secondary, linear, circular, and interpersonal.

The primary communication pattern conveys thoughts by communicators to communicants by using a symbol as a medium or channel. This pattern is divided into two symbols, namely verbal symbols and nonverbal symbols. A verbal symbol is a language that is the most widely used because language can express the communicator's mind. Nonverbal symbols are symbols used in communicating that are not a language or sign with the limbs, including the eyes, head, lips, and hands. Secondary communication patterns are a dynamic of interaction that involves communicators, messages, media, and communicants and involves the consequences or effects of interaction. A linear communication pattern is a one-way interaction dynamic that allows interference in receiving messages through media. Circular communication patterns describe communication as a dynamic process in which messages are transmitted through encoding and decoding. Encoding is the translation performed by the source of a message, and decoding is the translation performed by the receiver to a message originating from the source.

German competence teaching

Competence is a capability used as one of the benchmarks of one's intelligence in various situations. Mitchell et al. (2019) describe ability as a capability in various things acquired through instruction. It is in line with the opinion expressed by Müller et al. (2020) through their review of the literature that ability is an attempt to follow a condition with productivity that boils down to the concept of understanding as a form of intelligence. Language competence is one of the competencies that we need in social life as people who need communication to convey information to others. Sergeeva (2014) says "language competence is a subject of communication abilities used to build up the social society environment." Language competence is an element of communication skills that serve as the key to dealing with all situations in social life. El-Hmoudova & Tejklova (2016) also concluded through a literature review that language competence is the ability to process and convey information. Corella (2020) added that language competence is a person's language skills and skills acquired through formal and nonformal educational institutions.

Language never escapes its role in the communication process. Fontes & Tishelman (2016) describe language competence as an applicative form of language and one of the actual intrusions in the communication process. Therefore, in their study, Beltrán-Planques and Querol-Julián (2018) described that language competence consists of two main elements: the receptive and productive elements. German consists of four main competencies: reading, listening, writing, and speaking. Reading is a process of understanding the main idea, supporting sentences, and visualization of the meaning of reading. Listening is the process of listening to obtain information, understand the content or message, and understand the meaning of communication delivered orally. Writing is an instructional process that facilitates learners' skillfully expressing ideas while still referring to the rules of writing and the

use of appropriate and correct language. Speaking is the productive ability to communicate ideas, thoughts, and feelings orally to speech partners.

RESEARCH METHOD

This research is a qualitative study that aims to understand a social condition in depth by finding patterns and hypotheses related to the communication patterns of lecturers in German teaching. This research was conducted in early April 2021 at the German Language Education Study Program in Universitas Negeri Makassar. The objects in this study are lecturers and all students of class A, even in semester IV of the 2020/2021 school year, which amounted to 25 people. The data in this study was collected through observation and documentation and then analyzed using the Miles and Huberman model of data analysis, which consists of four main stages: data collection, data reduction, data presentation, and conclusion drawing or verification.

RESULT AND DISCUSSION

This study is qualitative descriptive research that focuses on communication patterns used by lecturers in Sprachbeherrschung learning. These communication patterns include primary communication patterns (verbal and nonverbal), secondary communication patterns (IT and non-IT), interpersonal communication patterns, linear communication patterns, and circular communication patterns. These five communication patterns are used as the primary references in this study. Research data was obtained through participatory observations during four Sprachbeherrschung lectures to discover lecturers' communication patterns in German competence teaching. Learning was mastered by Mr. Nursalam, S. Pd., M. Pd., The textbook used by German learners is Netzwerk B1. The book consists of twelve themes (Einheit), but the communication patterns of the lecturers studied are "Gute Reise" and "Alles neu!. Based on the results of the analysis of data obtained from participatory observations, the data obtained from the communication patterns of lecturers in German competence teaching are as follows:

Table 1. Communication Patterns

Communication Patterns		Them 1	Them 2
Primary			
	Verbal	37	32
	Non-verbal	14	8
Sum		**51**	**40**
secondary			
	IT	37	32
	Non-IT	0	0
Sum		**37**	**32**
Interpersonal		18	2
Linear		20	29
Circular		31	31
	Total	157	134

The table shows that the total number of communication patterns used by lecturers in Sprachbeherrschung learning in the first semester was as many as 157 communication patterns with details: primary communication patterns as many as 51 (verbal as many as 37 and nonverbal as many as 14), secondary communication patterns as many as 37, interpersonal communication patterns as many as 18, linear communication patterns as many as 20, and circular communication patterns as many as 31. The results of the lecturer's communication pattern analysis in the second are as many as 134 with details. Primary communication patterns are 40 (verbal as many as 32 and nonverbal as many as 8), secondary communication patterns 32, interpersonal communication patterns 2, linear communication patterns 29, and circular communication patterns as many as 31. The description concluded that the total number of lecturer communication patterns in German competence teaching in both of them was 291.

Based on the table's data, lecturers' most dominant communication pattern in German language teaching is the primary communication pattern (31%). In addition, two consecutive communication patterns ranked second and third were secondary communication patterns (24%) and circular communication patterns (21%). Lecturers use linear communication patterns with frequency-level presentations of 17%. Meanwhile, interpersonal communication patterns are patterning whose use rate in learning is in the lowest category at 7%. So, the frequency of use of communication patterns in German competence teaching from the highest to the lowest levels is primary communication patterns, secondary communication patterns, circular communication patterns, linear communication patterns, and interpersonal communication patterns.

The primary communication pattern used by lecturers in German language learning using Netzwerk B1 as a coursebook focuses on instructions that lecturers convey to students accompanied by hand gestures, facial expressions, voice intonation, and the display of supporting images under the theme of learning. This communication pattern is the most widely used in the learning process because almost all instruction in the coursebook starts with the primary communication pattern. Teaching German in pandemic times is certainly very closely related to virtual learning activities. One support for virtual learning applied by lecturers in supporting achievement competence is using SYAM-OK as the leading learning platform. To support face-to-face meetings, lecturers and students use Google Meet and Zoom. The use of digital media in German language learning is a significant feature of the secondary communication patterns used by lecturers in teaching. Media illustrates this communication pattern as a support for communication in the teaching and learning process.

The implementation of digital media as a feature of IT-based German language learning is a unique strategy that lecturers use to support the process of student interaction in response to instructions contained in the coursebook or delivered by lecturers. Thus, it can be assumed that the interaction or response of students is the embodiment of interpersonal communication patterns used by lecturers in German language learning. This communication pattern does have a minor frequency, but it

is beneficial for students to find ideas that will be conveyed orally or in writing when they see images or videos related to the theme of learning.

Instructions contained in the coursebook include one-way instruction and instruction that requires feedback from students. The results showed that 17% of lecturer communication pattern activities in German language learning use linear learning patterns. This pattern is a one-way communication pattern as the primary instruction and does not have to be responded to using verbal language, but students can directly act on the instructions as a form of their understanding of the instructions conveyed by lecturers. Giving instruction is an effort used by lecturers to trigger a student response. That response is a hallmark of circular communication patterns. However, in its implementation, the pattern applies to lecturers and students and to communication between students. This communication pattern has the third-highest percentage rate (21%) used by lecturers in German language learning. Activities reflect this communication pattern, such as when students discuss in a group or discuss pairs of their countrymen. In addition, this pattern can also be seen in students' actions in conveying ideas orally and in writing after understanding the instructions delivered by lecturers.

CONCLUSION

Communication patterns used by lecturers in German competence teaching consisted of 291 communication patterns with details: primary communication patterns were 91 (verbal as many as 69 and nonverbal as many as 22), secondary communication patterns were 69, interpersonal communication patterns were 20, linear communication patterns were 49, and circular communication patterns were 61. The use of communication patterns by lecturers in Sprachbecherrschung learning from the highest to the lowest levels is primary communication patterns (31%), secondary communication patterns (24%), circular communication patterns (21%), linear communication patterns (17%), and interpersonal communication patterns (7%).

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