

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Language is a very important aspect of human life. According to Richard & Schmidt (2010), language is a human communication system that consists of sound structures that are structured into larger units, for example morphemes, words, sentences and utterances. In other words, language is a tool that is used by people to exchange ideas or information with each other. In classroom learning process it requires communication between teacher and students. By language the students can express their opinions and feelings to participate in social interactions. The students and teacher must use analytical and imaginative abilities in teaching and learning activities so that the purpose of communication between students and teachers in the class is achieved.

According to Ohoiwutun (2018) to achieve communicative goals, communication strategies are needed so that learning objectives can be achieved, especially in bilingual classes because there are two languages used namely English and Indonesian. Therefore, the teacher should consider the strategy of communication to the students because the success of teaching and learning process in the class depends on how the teacher communicates with students. Trihastuti & Zamzani (2010) states that communication in the classroom is a way to create an effective learning process and can have an impact as it can improve the ability of students to communicate and create an adequate classroom atmosphere.

Communicating in a native language (L1) and in a foreign language (FL) or a second language (L2) is not the same. When people communicate in L2, sometimes they need to implement certain communication strategies to maintain communication. According to Richard & Schmidt (2010) communication strategy is a method used to express meaning in a second language or a foreign language by users of languages that has limitations using language. In communicating using L2 or FL, one must at least have the knowledge that communication strategies are generally used to face difficulties and errors in communication; for example, using simple explanation, paraphrase, relatives of the first language and gestures or ask someone to help or avoid topics when language users cannot overcome communication difficulties in the target language (Hedge, 1993; and Tarone, 1997).

Selinker (1972) said that strategy must be systematic to use. Therefore, communication strategies can be classified into Modification Devices, Paralinguistics, L1-based, L2-based, and Avoidance. Regarding the use of L1 (for example Indonesian) and L2 (for example English) in the classroom context, Indonesia has implemented a bilingual program since the 2006/2007 school year.

The bilingual program is a two-language teaching program to deliver curriculum material with the aim of strengthening student competence in foreign languages. This is the manifestation of the government policy to improve the quality of education. The main factor that supports the smooth running of the bilingual program is the presence of teachers who are fluent in Indonesian and English. This is in line with developments in the era of information and communication technology. According to Tilaar (2006), the

purpose of this learning is to improve the quality of education of children from various groups of society to obtain quality education, both nationally and internationally.

There are various models that are applied in this program including in schools that use English for almost all subjects because this school implements bilingual learning which is applied every day for the teaching and learning process in the environment and uses the first language in other subjects. Bilingual learning in primary schools often creates problems in communication using English as a second language. Problems arise due to the use of English which is only applied in schools without the support of an outside school environment such as at home which is not supported by their families, and usually early childhood has difficulty reading English with differences in writing and pronunciation and lack of vocabulary that they know so that teachers need who understands communication strategies to support teaching and learning activities in bilingual classes so that students can understand when they want to start communication to communicate (Santoso 2006). There are various models applied in this program including in schools that use English for almost all subjects because this school applies bilingual learning which is applied on a daily basis for teaching and learning in the environment and uses the first language in other subjects. Bilingual learning in elementary schools often creates problems in communication using English as a second language. Problems arise due to the use of English that is only applied in schools without the support of an outside school environment such as at home that is not supported by families, and usually, young children have difficulty reading English with different writing and pronunciation and also the

lack of vocabulary they know so that it is needed teachers who understand communication strategies to support teaching and learning activities in bilingual classes so students can understand when they want to start the communication to communicate (santoso 2006).

Although there are some communication problems in implementing bilingual classes, several schools in Indonesia, especially in Sidoarjo namely MI Bilingual Roudlotul Jannah establishes Bilingual programs. Based on pre-observation, this school has the courage to carry out educational reforms that are able to reach as many educational components as possible, packaging all components in the development system. MI Bilingual Roudlotul Jannah founded the Bilingual program. Based on observations, they used the 21st Century Multicultural education model. The breakthrough in the 21st-century education world is the concept of a learning process that can be seen as an activity to turn possibilities into actuality. This multicultural education has seven values which are seen as one entity, namely: hope, loyalty, justice, courage, respect, honesty, love, and one of them is still using a bilingual program. concerning to this, a very few of studies on teacher communication strategy in bilingual young learner was conducted, hence the researcher is triggered to conduct research in this area by considering that the results of this study will encourage the other teachers to use certain communication strategy that help students' understanding and the success of teaching and learning process in bilingual context.

Some previous studies have proved the use of communication strategy. Cervantes and Rodriguez (2012) conducted the research and the results showed that the communication strategy most often used in both groups is

language. Spromberg (2011) conducted the research and the results showed that small group work in language classrooms between students who do not share common L1 provides students with the opportunity to use communication strategies to negotiate meaning in order to achieve a message that is mutually understood together. Pertiwi (2017) conducted the research and the results showed shows that there are no differences in perceptions between female and male students regarding verbal communication strategies between female and male teachers in TEFL. Griep (2001) conducted the research and the results showed this study is to reference the reasons for teacher communication strategies to students to influence student motivation. Mazer (2013) conducted the research and the results showed indicate positive relationships among teacher immediacy and clarity, and student emotional and cognitive interest and engagement, providing initial evidence for construct validity. The orifical and pedagogical implications are discussed.

Different from those studies my research will use a bilingual classroom and in the level of an elementary school of the first-grade students and focus on the teacher. Nevertheless, my study will employ Dornyei & Scott (1997).

## **B. Formulation of the Problem**

The formulations of the problems that will be discussed in this study are:

1. What are communication strategies used by the teacher in the classroom?
2. How is the teachers' perception of the use of communication strategy?
3. What are obstacles influencing the use of communication strategy?

## **C. Objective of the Research**

The objective of the study are:

1. To know what are communication strategies used by in teacher the classroom.

2. To describe how is the teachers' perception of the use of communication strategy.
3. To explore what are obstacles influencing the use of communication strategy.

#### **D. Significance of the Research**

This research is expected to provide theoretical and practical benefits for readers and writers. Theoretically, the results of this study are expected to be additional knowledge for English teachers to master and learn more about communication strategies so that students can understand the material to be delivered to students because student success depends on how the teacher delivers the material.

From a practical point of view, this research will help English teachers to apply the best type of communication strategy in teaching English as a foreign language to use English as completely and as innovatively as possible.

#### **E. Operational Definition of the key Terms**

- a. Communication strategy is one of communicative competence for teachers and students to communicate to understand what they are talking about with each other about what is said or explained in the use of language or as the language ability of speakers, listeners and knowledge of someone who uses his knowledge for communication.
- b. Communication strategies are the means used to express meaning in a second language or language foreign language users who have limited language use. In communicating in L2 or FL.
- c. Bilingual education Bilingual learning is learning that uses two languages as a medium for learning instructional materials, teaching and learning process, and assessment delivered in English.

**F. Scope and Limitation of the research**

In this research, the researcher focuses on teacher Communication Strategy by using Dornyei & Scott (1997) Taxonomy. This research is also limited to first- grade students at MI Bilingual Roudlotul Jannah.