

## **Chapter One**

### **Introduction**

This chapter presents background of the study, identification of the problems, delimitation of the problems, research questions, objectives of the study, significance of the study and outline of the study.

#### **Background of the Study**

Entering globalization era, English as an International language has been spoken by many countries. It means that most of people in the world are using English language in communicating with others. In Indonesia, English is learnt as a foreign language. English is learnt in formal school, starting from Junior High School, even nowadays many Elementary Schools in Indonesia have taught English. Teacher talk plays an important role due to the fact that most Indonesian students still depend on their English teachers. Regarding with this situation, it is important for the teachers to master English well. The teachers must be able to pronounce English words clearly and correctly during teaching as the positive input for their students. They should be able to arrange the sentences grammatically correct in order to be the right model for the students.

Related to oral communication main problem, especially for the second language learners they might coincide with insufficient knowledge in that language. They often avoid the utterances which they do not know how to say in

the target language; even they switch the difficult words into their native language to avoid misunderstanding.

There are some aspects that influence the students in learning English as a second language. Communication strategy is one of the components of communicative competence that relates to the way both speaker and interlocutor maintain and sustain communication. It is a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures do not seem to be shared. In this case, meaning structures include both linguistic and sociolinguistic structures.

In this reasearch, the researcher emphasized on teachers' talk, particularly on communication strategies used by an English teacher in interacting with her tenth grade of an international school in yogyakarta in the academic year of 2017/2018. Generally, most Indonesian English teachers are also second language learners. Teachers in this school are not only Indonesian but also nativeEnglish-speaker. In this research, the researcher observed the English class of native-English teacher. Like Indonesian English teacher, nativeEnglish-speaker teachers also face some problems during teaching-learning activities, since most of the students are Indonesian. Hence, they will probably apply communication strategies. Thecommunication strategies which are used will also be various from each teacher. The researcher thinks that it is interesting observe andanalyze the communication strategies used by the teacher. The researcher used Celce Murcia et al. (1995) as a framework of her study due to the newness and the most specific one.

Here, in this research, the researcher has two main reasons for choosing communication strategies for her study. First, communication strategies are the most common ways which are used by second language learners to sustain communication between speaker and interlocutors. If a speaker gets difficulties in saying something, she/he will use any effort to make the interlocutors understand what she/he means or she/he wants to say. Therefore, the researcher thinks that this phenomenon is interesting to be analyzed because everyone has different communication strategies which are dominantly applied.

Second, by analyzing the communication strategies used by a teacher in communicating with his/her students, she thinks that it can be a guidance for the teachersthemselves to use the communication strategies as appropriate as possible. Moreover, the teaching-learning process in classroom will be more effective if the teacher uses communication strategies as adequate and proper as possible in order to make his/her students understand what he/she actually means.

In this study, the researcher selected an English teacher of an international school in Yogyakarta, *because the teacher is anative English-speaker. It means that he/she uses English as her primary language. Moreover, this international school also offers a primary and secondary school education program that complies with international standards of accreditation and is compatible with other international schools worldwide. This school is a member ofEast Asia Regional Council of Overseas Schools (EARCOS).*

The teaching programs are based on the International Baccalaureate (IB), International Primary Curriculum (IPC) and Cambridge (IGCSE and AICE). This

implies that reports, diploma and certificates issued by this international school are compatible with other international schools in Indonesia and abroad, and with universities worldwide. All teaching is conducted in English. Besides, the curriculums include also French, Spanish, Mandarin and Indonesian.

*Despite the implementation of an International curriculum in this international school, the school also employs a team of native English-speaking expatriate classroom teachers for preschool and kindergarten, primary school combined grades 1-2, 3-4, and 5-6, and secondary school grades 7, 8, 9, 10 and 11-12. All classroom teaching is in English. However there is a difficulty for the teacher to interact with her/his students in teaching-learning process, because most of the tenth grade students of this school are Indonesian. Sometimes the English teacher and the students are facing a problem in their classroom interaction. They have their own issue in trying to understand what their teacher tries to explain. In addition, the teacher also has her own issue that her students do not understand with her talks. This is the reason why, the English teacher has to overcome this problem. She uses communication strategies to make her class runs well. Therefore, the researcher was interested in conducting a research on the communication strategies used by the teacher in this international school.*

### ***Identification of the Problems***

*It has been known that international schools including an international school in Yogyakarta uses English as the main means of instruction for all subjects. Based on the background of the study above, the researcher noticed that all teachers and students of an international school in Yogyakarta should able to speak English fluently. They have to master it. Because not all of the students are using English as their first language (L1), it will make the teachers face some issues during teaching and learning process. Not only English teachers but also teachers of other subjects. Moreover, teachers of the international school in Yogyakarta are various. They are Indonesian and native English-speakers. Each teacher mainly has the same problems. The problems deal with the difficulties in explaining new materials and new vocabularies. Most of the students do not understand the materials which contain some new vocabularies or unusual vocabularies, because those vocabularies are rarely used. In order to overcome the problems the teachers will usually use communication strategies.*

### ***Delimitation of the Problems***

Considering the wide range of the problems and the accessibilities of the researcher, this research focuses on the communication strategies analyses used for this study is based on Celce Murcia et al (1995) categories and the observation

only conducted to an English teacher in interacting with her tenth graders of an international school in Yogyakarta in the academic year of 2017/2018.

### ***Research Questions***

The study focuses on communication strategies used by an English teacher of an international school in Yogyakarta. Based on the research problems, the researcher formulates the research questions as “What communication strategies are used by the English teacher in interacting with her tenth graders of an international school in Yogyakarta?”

### **Objectives of the Study**

The research is aimed to investigate the kinds of communication strategies which are used by the English teacher in an international school in Yogyakarta.

### **Significance of the Study**

This research gives some benefits for both theoretical and practical ones for readers and writer. Theoretically, the result of this study hopefully would be an additional knowledge for English teachers to master and learn more about communication strategies.

For practical point of view, the study will help English teachers to apply the best types of communication strategies in teaching English as a foreign language and classroom language interaction in order to be able to use English as maximum and communicative as possible.

## **Outline of the Study**

This research contains five chapters. In order to help the readers in comprehending the study, this study is presented as follows.

Chapter one is introduction. It shows the background of the study, statement and limitation of the problems, research questions, objectives of the study, significance of the study, and the outline of the study. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

Chapter two presents the literature review. It describes some theories used in developing the study. All of them serve the fundamental references in conducting and analyzing the study.

Chapter three describes the research methodology. It gives the description of the research design, research setting, research participants, data collection method and the data analysis.

Chapter four discusses the main purpose of conducting this study. It provides an explanation about research findings and results.

Chapter five presents an overall discussion of the study as the conclusion and is followed by some suggestions