

**CLASSROOM COMMUNICATION
IN EARLY CHILDHOOD EDUCATION
AT AURA SUKMA INSANI BILINGUAL
KINDERGARTEN**



By:

NI KOMANG SARASVATI GITA SWARI 1612021150

**ENGLISH LANGUAGE EDUCATION
FOREIGN LANGUAGE DEPARTMENT
FACULTY LANGUAGES AND ART
GANESHA UNIVERSITY OF EDUCATION
SINGARAJA**

2020



**CLASSROOM COMMUNICATION
IN EARLY CHILDHOOD EDUCATION
AT AURA SUKMA INSANI BILINGUAL KINDERGARTEN**

SKRIPSI

**Diajukan kepada
Universitas Pendidikan Ganesha
untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan
Program Sarjana Pendidikan Bahasa Inggris**



**Oleh
Ni Komang Sarasvati Gita Swari
NIM 1612021150**

**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2020**

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI
GELAR SARJANA PENDIDIKAN**



Pembimbing I,

Prof. Dr. Dewa Komang Tantra, M.Sc.
NIP. 195203131979031001

Pembimbing II,

Ni Putu Astiti Pratiwi, S.Pd., M.Pd.
NIP. 198808252015042002

Skripsi oleh Ni Komang Sarasvati Gita Swari ini
telah dipertahankan di depan dewan penguji
pada tanggal 10 Juni 2020

Dewan penguji,




Dr. Dewa Putu Ramendra, S.Pd., M. Pd.
NIP. 197609022000031001

(Ketua)



Luh Diah Surya Adnyani, S.Pd., M. Pd.
NIP. 198309232008122001

(Sekretaris)



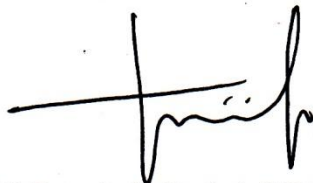
Kadek Sonia Piscayanti, S.Pd., M.Pd.
NIP. 198403042008122002

(Anggota)



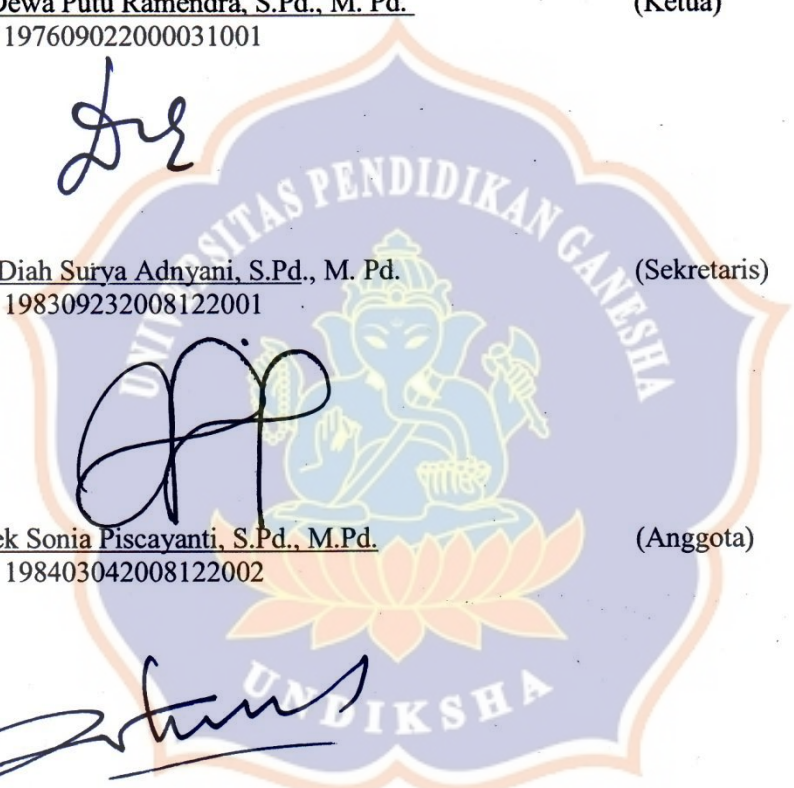
Prof. Dr. Dewa Komang Tantra, M.Sc.
NIP. 195203131979031001

(Anggota)



Ni Putu Astiti Pratiwi, S.Pd., M.Pd.
NIP. 198808252015042002

(Anggota)



Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
Guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Selasa

Tanggal : 30 Juni 2020

Mengetahui,

Ketua Ujian, Sekertaris Ujian,

Dr. Dewa Putu Ramendra, S.Pd., M. Pd. Luh Diah Surya Adnyani, S.Pd., M.Pd.
NIP. 197609022000031001 NIP. 198309232008122001

UNDIKSHA

Mengesahkan,
~~Dekan~~ Dekan Fakultas Bahasa dan Seni



Prof. Dr. I Made Sutama, M. Pd.
NIP. 196004241986031002



ACKNOWLEDGEMENTS

First of all, the writer would like to express her greatest gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa for blessing, chance, health and inspiration given to the writer in completing this thesis entitled “*Classroom Communication in Early Childhood Education at Aura Sukma Insani Bilingual Kindergarten*” in a right moment. The writer realized that this thesis could not be completed without the help of others. Many people helped in finishing this thesis. Therefore, the writer wished to give the sincerest gratitude and appreciation to:

1. Prof. Dr. Dewa Komang Tantra, M.Sc. as the first supervisor and Ni Putu Astiti Pratiwi, S.Pd., M.Pd. as the second supervisor for their great guidance, suggestions, ideas and correction in relation to this thesis.
2. As the headmaster of Aura Sukma Insani Bilingual Kindergarten who had given permission, information, hospitality, and kindness to the writer in the process of collection data at Aura Sukma Insani Bilingual Kindergarten.
3. And as the teachers of TK B 1 & 3 and TK B 2 at Aura Sukma Insani Bilingual Kindergarten and the students who gave big contribution in this thesis.
4. Lecturers of English Language Education for giving valuable knowledge, guidance, and advices during the years.
5. The writer’s great parents, I Nyoman Suarjana and Ni Nyoman Sukerti, beloved sisters and brother who always pray and support in every situation that the writer faced during my studies.
6. The writer’s beloved friends, Dewi Astini, Cendika Dwi Kumaratungga, Putri Hendrayani, Agung Money, Shinta Marriete, and Sas Dewiyanti who always motivate the writer to finish the thesis as soon as possible.

The writer realized that this thesis was still far from completeness, so that the writer expected constructive suggestion and criticism from all sides for the advantages of the thesis.

Singaraja,

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "Classroom Communication in Early Childhood Education at Aura Sukma Insani Bilingual Kindergarten" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko atau sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 30 Juni 2020

Yang Membuat Pernyataan,



Ni Komang Sarasvati Gita Swari
Ni Komang Sarasvati Gita Swari



**CLASSROOM COMMUNICATION
IN EARLY CHILDHOOD EDUCATION
AT AURA SUKMA INSANI BILINGUAL KINDERGARTEN**

By

Ni Komang Sarasvati Gita Swari, NIM 1612021150

English Language Education



TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENT	iii
LIST OF TABLES	iv
LIST OF APPENDICES	v

CHAPTER I INTRODUCTION

1.1 Research Background	1
1.2 Problem Identification	3
1.3 Research Questions.....	4
1.4 Research Objectives.....	4
1.5 Research Significance.....	5
1.6 Research Scope.....	5
1.7 Key Terms Definition.....	5

CHAPTER II LITERATURE REVIEW

2.1 Theoretical Review	8
2.1.1 Speech Acts	8
2.1.2 Communication Strategies.....	12
2.2 Empirical Review	18

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design	22
3.2 Research Setting	22
3.3 Research Subject	23
3.4 Research Object.....	23
3.5 Data Collection Method.....	24
3.5.1 Research Instrument.....	24
3.5.2 Data Collection Procedures.....	24
3.8 Data Analysis Method.....	25
3.8.1 Data Types	25

3.8.2 Data Analysis Technique	26
3.9 Trustworthiness	26

CHAPTER IV FINDINGS AND DISCUSSIONS

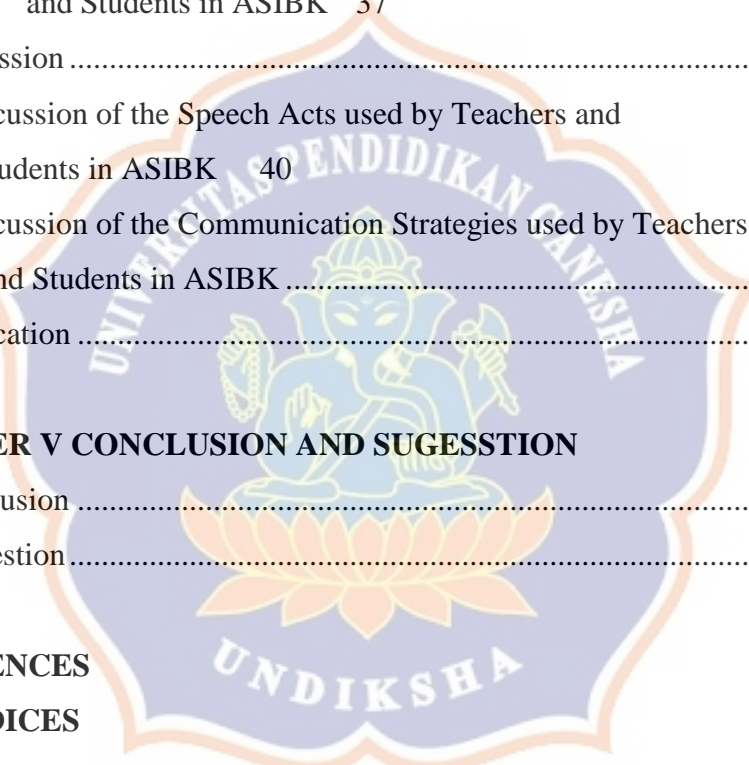
4.1 Overview	27
4.2 Research Findings	27
4.2.1 Finding of the Speech Acts used by Teachers and Students in ASIBK.....	27
4.2.2 Finding of the Communication Strategies used by Teachers and Students in ASIBK	37
4.3 Discussion	40
4.3.1 Discussion of the Speech Acts used by Teachers and Students in ASIBK	40
4.3.2 Discussion of the Communication Strategies used by Teachers and Students in ASIBK	46
4.4 Implication	50

CHAPTER V CONCLUSION AND SUGESSTION

5.1 Conclusion	51
5.2 Suggestion.....	51

REFERENCES

APPENDICES



LIST OF TABLES

Table 2.1.3.1 Fearh & Kasper's (1983) compensatory strategies	14
Table 3.1 The Findings of Speech Acts	25
Table 3.2 The Findings of Communication Strategies.....	35
Table 4.1 The Frequency of Speech Acts	27
Table 4.2 The Frequency of Communication Strategies.....	37



LIST OF APPENDICES

- Appendix 1. Data Collection Instrument of Speech Acts
- Appendix 2. Data Collection Instrument of Communication Strategies
- Appendix 3. Video of Classroom Communication Transcription of Meeting 1
- Appendix 4. Video of Classroom Communication Transcription of Meeting 2
- Appendix 5. Tabulation of Speech Acts
- Appendix 6. Tabulation of Communication Strategies
- Appendix 7. Speech Acts Tabulation Data of Meeting 1
- Appendix 8. Speech Acts Tabulation Data of Meeting 2
- Appendix 9. Communication Strategies Tabulation Data of Meeting 1
- Appendix 10. Communication Strategies Tabulation Data of Meeting 2
- Appendix 11. The Table of Speech Acts
- Appendix 12. Speech Acts Data Reliability
- Appendix 13. The Table of Communication Strategies
- Appendix 14. Communication strategies Data Reliability
- Appendix 15. Indicators of Searle's Classification of Speech Acts
- Appendix 16. Indicators of Communication Strategies (*Adopted from Feacrh & Kasper (1983), Dornyei, and Scott (1997), and Tarone's (1984) taxonomies*)