

CHAPTER I

INTRODUCTION

1.1 Research Background

Learning to communicate is the key for children to interact with others. In early childhood education (ECE), how children learn to communicate includes gaining the skills to understand and to express thoughts, feeling, and information (Gooden & Kearns, 2013). When the children learn to communicate, they not only know the vocabularies but also the grammar, the rules, along with the usage patterns of how to use the language (Bayat, 2012).

Kartika (2016) states that the purpose of learning to communicate in early childhood education is to develop children's communication competence. It can be achieved through creating a meaningful classroom communication. In creating a meaningful classroom communication, the appropriate use of language need to be focused on. Teacher and children have to know the knowledge of how to use the language. In other word, they can deliver their messages by knowing the functional communication or speech act and the strategies that they use when they face some problems in communicating with each other.

According to Austin (1962), speech act is a functional communication unit in the form of speech. It is the utterances produced by the speaker which perform an action either the speaker does something or the utterances make someone do something. In performing the rules of speech acts, the speaker and the interlocutor are sharing a mutual knowledge of something (Searle, 1979). The speaker has to consider the speech acts that he uses to make the interlocutor understand his intention. So he can deliver specific meaning and purpose appropriately.

When the speaker wants to deliver his speech, sometimes he faces some difficulties. The ways the speaker overcome their difficulties while communicating with others are called as communication strategies. The speaker uses communication strategies when he difficult to say what he want to say or when he cannot understand what is being said to him (Mariani 2010). By using communication strategies in communication, they can be more confident and

flexible in producing their utterances. Therefore, the use of communication strategies can be the way to help the teacher and the children in conveying their messages.

Some previous studies had studied classroom communication in ECE especially the use of speech acts and communication strategies. Ryckebusch and Marcos (2004) conducted a study to show the pragmatic development in young children in terms of speech acts. The participants of this study were three groups of ten French urban middle-class children (5 boys and 5 girls). They were observed as they interacted with each parent. The parents were instructed to play with the child as they usually did. The result showed that the parent's gender had a significant effect on the production of directives, and then later, on that of assertive. The type of play started to have an impact to requests and expressive, as well as requests for information.

Another recent study was conducted by Palupi (2008). She conducted a study on communication strategies used by sixth grade students of Cita Hati elementary school Surabaya. The study focused on identifying communication strategies in the student-teachers interaction during the English lesson. The results showed that certain types of communication strategies were used included gestures and avoidance. In other hand, in the same field, Syahrial (2013) conducted a study to investigate the communication strategies used by young learners in a bilingual classroom. The results showed that the participants used six out of seven compensatory strategies to compensate their inadequacy in English during their conversation with the teacher.

Nowadays, many primary schools offer an early exposure for children to learn English, for example Aura Sukma Insani Bilingual Kindergarten. A preliminary observation had been conducted at Aura Sukma Insani Bilingual Kindergarten on January 14th, 2020. ASIBK is a bilingual kindergarten which uses English as a medium in the teaching and learning process. Most of the young learners have a high motivation in learning English and they participated well in every activity in the classroom. The fact shows that not all of them are capable and fluent in using English since they still categorized as young learners who have a limited knowledge about the language and limited number of vocabularies.

From the preliminary observation of the classroom communication between the teachers and the children in ASIKB, they faced some problems in conveying their messages to each other. For example, both teachers and children hard to understand the speech being uttered because of the unfamiliar vocabulary used. Another problem was they sometimes forgot the vocabulary in English so they difficult to answer and respond the speeches. Therefore, the teachers and the children were uttering the speech act and using communication strategies to cope the problems that they faced when conveying their messages while communicating to each other.

Looking for the previous studies and the phenomena found by the researcher, this current research was conducted to classify and describe the types of speech acts and communication strategies used by the teachers and the children at Aura Sukma Insani Bilingual Kindergarten. It is necessary to collect the data to engage the awareness of the teachers in how to facilitate the young learners in developing their communicative competence and develop an effective classroom communication. Therefore, the current research studied the classroom communication in ECE, especially in Aura Sukma Insani Bilingual Kindergarten Singaraja. The study focused on 1) describing the types of communication strategies and 2) the types of speech acts used by the teachers and the children while communicating in English teaching and learning process.

1.2 Problem Identification

From the preliminary observation, the fact shows that the teacher and the children at Aura Sukma Insani Bilingual Kindergarten still face some difficulties in communicating in the classroom. They face some difficulties even when the young learners have much exposure to use English as a medium in daily teaching and learning process. The first problem comes when the children do not understand the speeches produced by the teacher because of limited vocabulary that the young learners have and limited experience of the knowledge to use English. The children do not know the meaning of the vocabulary that used in the teacher's speech. The second problem is they difficult to respond toward teacher's instruction. They know what to say but do not know how to deliver their intension

because of the limited knowledge, vocabulary, and strategy. Another problem comes from the teachers. The teachers difficult to understand the speech produced by the children because the vocabulary that used is confusing and the way children deliver their message is not recognized by the teacher.

An effective communication between the teacher and children in the classroom is needed to be able to convey the material appropriately and avoid potential misunderstanding of the utterances. Both the teachers and the children employ some kinds of speech acts and communication strategies to overcome their problem in communicating to each other. By conducting a research on identification of the use of speech acts and communication strategies in the classroom communication, it can help the teacher in giving a consideration of the patterns how the children are communicating in the classroom so the teacher can solve the problems in classroom communication. Besides, it helps to achieve the goal of English teaching and learning process which is to develop children' communicative competence. Based on the problems found by the researcher, this study was conducted to describe the types of speech acts and communication strategies employed by the teacher and the children at Aura Sukma Insani Bilingual Kindergarten.

1.3 Research Questions

1.3.1 What are the types of speech acts used by the teachers and the children while communicating in English teaching and learning process Aura Sukma Insani Bilingual Kindergarten?;

1.3.2 What are the types of communication strategies used by the teachers and the children while communicating in English teaching and learning process at Aura Sukma Insani Bilingual Kindergarten Singaraja?

1.4 Research Objectives

1.4.1 To describe the types of speech acts used by the teachers and the children while communicating in English teaching and learning process at Aura Sukma Insani Bilingual Kindergarten Singaraja;

1.4.2 To describe the types of communication strategies used by the teachers and the children while communicating in English teaching and learning process at Aura Sukma Insani Bilingual Kindergarten Singaraja.

1.5 Research Significance

1.5.1 Theoretical Significance

The finding of this study was expected to enrich the information and knowledge about the use of speech acts and communication strategies in some learning situations. Moreover, the knowledge would be useful to be an additional reference in conducting related research.

1.5.2 Practical Significance

This study was expected to give a valuable source or reference in order to recognize the classroom communication pattern. By recognizing the speech acts and communication strategies that used, the teachers would be benefited in creating an effective communication to develop children's communicative competence and assisting the children how to communicating their thoughts and feelings during the learning processes in Aura Sukma Insani Bilingual Kindergarten.

1.6 Research Scope

This research limited on the types of speech acts and communication strategies produced during the learning processes in the academic year 2019/2020 at Aura Sukma Insani Bilingual Kindergarten. The learning content limited on two languages, namely Indonesian and English. There are two classes being observed, TK B1 & 3 and TK B2 in two different meetings. It took 45 minutes for each meeting. The teachers being observed were the main teachers of both two classes.

1.7 Key Terms Definition

1.7.1 Theoretical Definition

1. Speech Acts

Speech acts are the verbal action performed by producing statements to deliver a message (Austin, 1962). According to Searle (1969), speech acts can be defined as the smallest unit of linguistic communication. It acted utterances.

2. Speech Acts Classification

Searle (1979) classifies the types of speech acts into five categories as development of the classification proposed by Austin in 1962. The designation by Searle namely, representative (assertive), directives, commissives, expressive, and declarative.

3. Communication Strategies

Communication strategies are the potential ways to solving the problems of communication to achieve the goal of a particular communication (Faerch and Kasper, 1983b, p. 36). According to Corder (1983), communication strategy is a systematic technique employed by a speaker to deliver the meaning when faces some difficulties in communicating. While Tarone (1981), he defines communication strategy as "a mutual attempt of two interlocutors to agree on meaning in situations where requisite meaning is not shared."

4. Types of Communication Strategies

Tarone (1984) categorizes some types of communication strategies into three major categories, namely paraphrase, transfer, and avoidance strategies. Dornyei and Scott (1997) differentiate the types of communication strategies into 12 strategies, while Faerch & Kasper (1983) divide compensatory strategy into two major classifications, such as intra-actional and interactional strategies.

1.7.2 Operational Definition

1. Speech Acts

Speech acts that performed in the classroom do not only deal with literal meaning but also the other meaning which has something to do behind the literal meaning.

2. Classification of Speech Acts

Speech acts that produced during the teaching and learning process in the classroom are classified into five types of speech acts based on the theory proposed by Searle (1979). Namely: representatives (assertive), directives, commissive, expressive, and declarative.

3. Communication Strategies

All types of ways the teacher and the young learners use to convey their meaning to each other.

4. Types of Communication Strategies

The ways the teacher and the young learners communicate their meaning to each other are categorized into 22 types of communication strategy

