

CHAPTER I

INTRODUCTION

1.1 Background of the study

Communication is an action where the information and common understanding are transmitting from one person to another (Lunenburg, 2010). To build a good relation with other, communication is the important point to people in order to understand the others wants to tell. As well, communication is really required during the teaching and learning process. The teacher shares and gives information or knowledge by doing the communication with the students. Teaching is defined as a communicative process which is happened between the teacher and students (Amidon & Hough, 1967). In other words communication is one of the main goals in learning process.

Communication is a sustainable process of expression, interpretation and negotiation (Savignon, 1983). A colourable communication refers to passing on a comprehensible message to the listener. In a process of communication, there is a clear and certain purpose of the sender in order to get a result in the form of feedback (action) by the receiver then the communication will run effectively. In effective communication, the sender and the receiver need to know what they need, the meaning of the message and how the information is used. Other than that, while doing the communication we need to consider of the communication strategies used.

Communication strategies is the potentially conscious plans in order to solve what an individual presents itself as a problem in order to reach a particular communicative

goal, (Faerch, Claus, & Grabielle, 1983). In line with the expert above, (Corder, 1981) stated that communication strategies are the systematic techniques employed by a speaker to express his meaning when faced with some difficulties. From those explanations, it can be said that communication strategy is really useful for the speakers in doing the oral communication when they faced some problems when they tried to convey messages or to get across communicative goals to interlocutors in oral communication. Every human being does the communication to express their feeling, in this case Down syndrome people also does the communication in their daily life.

Down syndrome is a chromosomal abnormality that causes of an additional third chromosome (Selikowitz, 1997). According to Vica, Karamatić Brčić (2013), stated that all the children should be involved in educational or school activity. Therefore the students or the children with Down syndrome should have same opportunities in order to participate in the educational activity in order to completing their potency.

Nowadays Down syndrome children' are increasingly educated in educational term. Down syndrome has the most frequent genetic which cause of intellectual disability (Sherman, Allen, Bean, & Freeman, 2007). Therefore, it is appropriate to take attention on how children with Down syndrome are being included in general educational terms.

Down syndrome children' are not easy in understanding the lesson at the beginning of education due to they have slurred pronunciation and problem in arranging sentences, (Buckley & i Bird, 2010). Nonverbal communication is one of their capability, they will understand more than they can verbally express. The Down syndrome children are needs to be sociable and interest to communicate with others. They do the communication only when addressed.

It is the responsibility of the teacher to use appropriate communication strategies in order to make the Down syndrome students can involve during the teaching and learning process. Other than that, in using the appropriate communication skill the teacher can solve the problem or the difficulties that maybe happen in learning process. Moreover, Down syndrome students also can improve their communication skill to communicate with others.

The communication strategy will be different if the communication accord between the normal students and disable students such as Down syndrome. That is the reason of the researcher to analyze the types of communication strategies that used by the teacher during the teaching and learning process for Down syndrome. Moreover, the research also wants to find out the reason of using communication strategies in the teachers in teaching and learning process.

After conducting preliminary observation in one of the classroom in Sjadi-Tari-Us Singaraja, the researcher found the teacher used communications strategies while doing the teaching and learning process.

(1). T : Mau baca cerita yang mana? (Which one do you want read?)

S : *Students point the story which they want to read.

The communication strategy which is used by the teacher above was categorized as visual media strategies. In this situation, the teacher provided some of storybook where the students can chose to discuss. In the story book contain of authentic picture which related to the material. Authentic picture is part of the visual media. Visual media is one of communication strategy that can be used by the teacher to conduct the teaching

process. In this case, this strategy was used to make the teaching and learning process fun.

(2) T : Membaca buku selesai.

(Guru menggunakan simbol dengan menyilangkan tangan tanda kegiatan selesai.)

Ayo rapikan, bukunya dimasukkan ke dalam box yaa!

(Reading the book is finished. The teacher used symbols by use their hand to inform the students that the activity is done.)

(Let's tidy up your book and put it on your box!)

S : *Students tidy up the book and put it into the box.

The communication strategy which is used by the teacher above was categorized as use of sign language strategy. Sign strategy is part of communication strategies that can be used for the teacher in conducting the teaching process. In this case, this strategy was use by the teacher in order to inform the students that the time has finished and the teacher wants the student to tidy up the book and put it into the box.

Based on the primary observation, some types of communications strategies based on Dornyei's classification and Gravel and O' Gora are found in the teacher's speech but in different occurrence. It can be seen that the teachers who is teaching for students with Down syndrome also use communications strategies in conducting the learning process. In other words, communication strategy is really useful for interaction both between in

teaching and learning process during the teaching and learning process. It looks when the Down syndrome students' can respond the teacher statement. Besides, the role of the teacher is really needed due to teacher is the central of the learning and become a main speaker in classroom. The teacher also has responsibility to transfer and share the knowledge or information to the students. Therefore, the used of communications strategies are really significance to help the teacher reach the goal of study.

By knowing the fact that the teachers used some communication strategies in transferring the information, it is really beneficial to discover the types of communications strategies used by the teachers in teaching and learning process. This study will conducted in order to find out the types of communications strategies used by the teachers in the classroom during teaching and learning process at Sjaki-Tari-Us Singaraja and to know the function of communications strategies used by teachers of Sjaki-Tari-Us Singaraja in teaching and learning process.

1.2 Statement of the problem

According to the background of the research above, the problem of the study was stated as follows:

1. What kinds of communications strategies are used by the teachers of Sjaki-Tari-Us Singaraja during the teaching and learning process?
2. What are the reason of using communications strategies that used by the teachers of Sjaki-Tari-Us Singaraja in the teaching and learning process?

1.3 Purpose of the study

Referring to the problem of the research above, the purpose of this study were :

1. To find out the communications strategies used by the teachers in Sjaki-Tari-Us Singaraja in the teaching and learning process.
2. To describe and explain the reason of using the communications strategies used by the teachers.

1.4 Significance of the study

This research conducted in Sjaki-Tari-Us Singaraja. This research investigated the kind of communications strategies used by the teacher during the teaching and learning process in the classroom. The result of this research is expected to beneficial in theoretically and practically, as describe below:

1. Theoretically, the result of the research is expected to be reference of study for other researcher especially the used of communications strategies by the teacher who teach the students with Down syndrome.
2. Practically Significance

1. For the teacher

The research will give more information about teachers' knowledge in term of kind of communications strategies used during teaching and learning process.

2. For other researcher

This research used as a reference for the other researchers. This research can help other researchers to get the additional information related with the used of communications strategy in the Educational term.

1.5 Scope of the Study

The scope of the research was focus on the analysis of the used of communications strategies in teaching and learning process. The research was restricted to the students with Down syndrome in Sjaki-

Tari-Us Singaraja in group Willy and Bintang in the academic year 2019/2020.

