

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this global era, one might be in contact with other people; a society might be contacted with others. Concerning such condition, Lado (1984) states that from the beginning, people have been a social being and have lived in societies. In doing so, they have developed patterned ways of doing things and of talking about them hence facilitating the communication and interaction necessary for social living (Lado, 1984:24). As a result, language is needed in order to be able to make an interaction with other people. This idea is also supported by Lehmann (1993:35) who asserts that language is a means of communication, which enables human beings to play their roles in a society, to express their needs, to give and get information, and to learn about the people and their surroundings.

In short, through languages, human beings are able to live effectively in a society, to expand their horizon and to know about the world (Lehmann, 1993:35). Karl Buhner, as quoted by Renkema (1993), describes language as a tool that is used by people to communicate to one another. Concerning the importance of language in life it might be the reason why people begin to learn other people's languages in order to be able to communicate with one and another (Renkema, 1993:7).

In Indonesia, the demand of learning other people's languages especially English, has increased rapidly. It is because English is as an international

language. It can be proved that many people like studying other's people language, in this case English, with the main purpose of gaining communicative ability and it must be realized, of course, that the acquisition of language is not easy. One of the common places of language acquisition is in a classroom. Therefore, learning English in a classroom should be prepared and planned in such a way because in a classroom social interaction takes place even though a classroom is just a small society. It surely involves language as a system of communication in which a language development can be gained. This idea is in line with Breen (1985), as quoted by Lier (1982), who states that:

The classroom may be a relatively 'inefficient' environment for the methodical mastery of a language system, just as it is limited in providing opportunities for 'real word' communication in a new language. But the classroom has its own communicative potential and its own authentic metacommunicative purpose. It can be a particular social context (Breen, 1985:154)

It seems that in learning English, pupils should be provided a genuine language-learning environment in which language development can be promoted also in a classroom in a foreign language setting.

The problem of learning a foreign language in a non-native country is in providing the natural condition for the pupils. Therefore, the teacher should use the appropriate way to interact with their pupils in the classroom. In teaching learning process, verbal or non-verbal interaction between teacher and pupils is very important; because they can be used to maintain the interaction. Interaction is important because it is as a part of the process of transferring knowledge and skill therefore, teacher's speeches should be prepared and carried out well. In doing so,

the teacher can adopt a way taken from the field of sociolinguistics called speech accommodation.

According to Giles et al (1977) as quoted by Ellis (1986:255) speech accommodation is defined as a process of adjustment of speech. He said that people are continually modifying their speech with others so as to reduce or accentuate the language. Accommodation theory can be used by the teacher to facilitate pupils to gain many information from the teacher. It can also be used as a tool to help pupils obtain more input since speech accommodation is one way teachers signal their desire to get on well with pupils and to make them feel comfortable so that the interaction can take place.

From the above explanation, the writer deliberately tries to find out what goes on in a classroom. Based on the writer's experience, there are still a lot of difficulties found by the English teachers to accommodate their speeches to the pupils in order to maintain an interaction in teaching, especially teaching English as a foreign or a second language. Krashen (1989:8) points out that people's ability to use a second language comes mostly from what they have acquired, not from what they have learned. It means that the performance in the target language really depends on how good the acquisition is. Besides, acquisition, which refers more to subconscious process of the mind, can also influence the fluency of communication. It seems that the process of acquisition is crucial for beginners and it should be continued up to the intermediate and advanced levels.

From all of these facts, the writer wants to know how the teachers, especially Elementary School teachers, get along with their pupils to use the

appropriate way to adjust their speeches seen from the theory of speech accommodation. The writer considered to choose the Elementary Pupils since national curriculum 1994 presents English for Elementary School pupils whenever the school is possible to provide it; moreover, Elementary School pupils are in the readiness time to learn other languages. It is in line with Taylor (1990:249) who states that “A normal child who exposures two or three languages in a critical period will obtain the same quality language just like a child who exposures one language only.”. This idea is supported by Brumfit (1994:222) who states that the early years of childhood provide an optimum period for learning languages. The writer sees there are some schools applying English fully as a communication inside or outside the classroom.

One of those schools is Elementary School of Intan Permata Hati Surabaya since there have been numbers of schools which condition their pupils to be exposed to the English language in the classroom but the writer realizes that most of the schools fail to keep the immersion inside or outside the classroom. Intan Permata Hati Elementary School is one among the few schools succeeding in doing so. Besides, the school is the place where the writer has practiced teaching and 3 months working. Thus, this is one of the considerations why the writer uses this school as a target of an observation.

Among those pupils of Intan Permata Hati Elementary School, the writer chose the third year pupils. They were chosen because the writer realized that after studying at Intan Permata Hati Elementary School for about two years, the pupils had adapted themselves with their classmates and school situations. So far,

there has not been research available to find out what kinds of speech accommodation particularly used by the English teachers to get along well with pupils to maintain the successful interaction in class so that the pupils gain knowledge easily from the teacher. Therefore, the writer was interested in examining further about speech accommodation at Intan Permata Hati Surabaya.

1.2 Statement of the Problem

In line with the background of the study, the problems are stated as follows:

1. What kinds of speech accommodation are particularly used by the English teachers at the third grade of Intan Permata Hati in Surabaya?
2. What are the social functions of speech accommodation used by the English teachers at the third grade of Intan Permata Hati in Surabaya?

1.3 Objectives of the Study

Based on its major objectives, this study is intended specifically:

1. To examine and to classify kinds of speech accommodation used by the English teachers at the third grade of Intan Permata Hati in Surabaya.
2. To describe the social functions of speech accommodation used by the English teachers at the third grade of Intan Permata Hati in Surabaya.

1.4 Significance of the Study

This study has two major significances. They are theoretical and practical points of view. From the theoretical point of view, this study is relevant to sociolinguistics which can serve as reference points for the improvement of elementary educational programs in globalization era. It also serves as a source of new ideas for investigating the processes of teaching learning activities.

From the practical point of view, the results of the study will:

1. Provide a clear description about kinds of speech accommodation particularly used by the teachers at the third grade of Intan Permata Hati in the classroom in Surabaya to the English teacher of the Elementary School
2. Provide an additional information about the social functions of each kind of speech accommodations. These results of the study are also expected to give some contributions to the success of teaching English as the first foreign language in Indonesia so that the basic competence of teaching Elementary School could be achieved.

1.5 Scope and Limitation of the Study

1. The writer observed and searched the data for two weeks since the headmaster of that school gave the writer two weeks for those activities in her school.
2. The subjects chosen were two female teachers. They had been teaching at the third year pupils at Elementary School of Intan Permata Hati in Surabaya for about five years and they had got "Sarjana" Degree.

Therefore, the writer assumed that they had equal qualifications and the same experience on teaching, at the same school. The data were taken from the dialogues between the third year pupils and these two female teachers.

3. Realizing how broad the discussion of speech accommodation could be, this study is only concerned with Elementary three of Intan Permata Hati teachers' utterances; moreover, this study was carried out in an Elementary School environment in which English was used to communicate between teachers and pupils as young learners. Therefore, the area of the teachers' utterances analysis was limited to the following:
 - a. Complete sentences and incomplete sentences produced by the Elementary English Teachers at the moment of research.
 - b. Repetition or imitation on utterances produced by the Elementary three English Teachers of Intan Permata Hati
 - c. Teachers' intonations which were divided into rising intonation and falling intonation. Their intonations were particularly observed at the ending of the sentence since the elementary three pupils usually pay attention to the two or three words ending of a sentence.

1.6 Definition of Key Terms

To avoid misinterpretation and misunderstanding, in this section, the writer will define the words used in this thesis, they are

1. Speech accommodation.

Speech accommodation is speech styles, which happened during social encounters. According to Giles (1982:206) speech accommodation is defined as

one of the theories in sociolinguistics which aims to explain why people modify their style of speaking to become more like or less like that of their addressee(s) so that the goals of interaction are fulfilled. Speech accommodation covers speech convergence and speech divergence. In this thesis speech accommodation means a process of adopting or adjustment of speeches (Holmes, 1992:254).

2. Speech Convergence.

Speech convergence is a speech style, which occurs when a person responds or develops the speech to become similar or identical to the addressee (Holmes 1992:255).

3. Speech Divergence.

Speech Divergence is a speech style, which occurs when a person responds to the speech to become different or go in a different point to the addressee (Holmes 1992:257).

4. Speech Upward.

Speech upward is a speech style, which happens when a person responds to someone by moving the speech style to a higher position, power or status (Holmes 1992:256).

5. Speech Downward

Speech downward is a speech style, which occurred when a person responds to someone by moving the speech style to a lower position, power or status (Holmes 1992:256).

6. Complete sentence contains a simple sentence or a compound sentence or a complex sentence or a compound-complex sentence.

a. Simple sentence is a sentence which contains a subject and a predicate. It

takes the form of

- a statement : He lives in New York.
- a question : How old are you?
- a request : Please close the door (The subject “*you*” is understood)
- an exclamation: What a terrible temper she has! (Frank 1972:1).

b. Compound sentence is a sentence which contains two or more sentences

joined into one by:

- punctuation alone (The weather was very bad; all classes were cancelled)
- punctuation and a conjunctive adverb (The weather was very bad; therefore all classes were cancelled)
- a coordinate conjunction (and, or, but, yet, so, for) (The weather was very bad, so all classes were cancelled)

c. Complex sentence is a sentence which contains one or more dependent (or subordinate) clauses

d. Compound- complex sentence is a sentence which contains two or more independent clauses and one or more dependent clauses (Frank 1972:1)

8. Incomplete sentence

Incomplete sentence contains a word or a phrase or a clause.

9. Intonation

Intonation is a melody of speech, changing the pitch of voice (Allen 1971:39)

- a. Rising intonation happens if the tone rises from tone 2 to tone 3 and ends there (Am I late ?) (Morley 1979: 71)
- b. Falling intonation happens if the tone rises from tone 2 to tone 3, then falls to tone 1 (I'm hungry) (Morley 1979:71)

1.7 Theoretical Framework

This study is based on the theory of speech accommodation proposed by Giles and Jenny (1982:207) and it is supported by Lier (1982:167) since a speech accommodation can be used as one of the tools used by teachers to get along well with pupils to maintain the interaction in the classroom. Other theories used to support this study are comprehensible input, interaction in the classroom and Teaching English to Pupils.

1. Speech Accommodation

Holmes defines a speech accommodation as a process of adopting or adjustment. The process is called a speech accommodation. He asserts that it is one way teachers signal their desires to get along well with the pupils and make them comfortable (Holmes, 1992:254)

There are two kinds of speech accommodation. They are a speech convergence and a speech divergence:

1. A speech convergence is usually used to respond or develop the speech to become similar or identical. This speech covers a downward convergence and an upward convergence.

2. A speech divergence is usually used to respond the speech to go in a different point of view which also covers a downward divergence and an upward convergence (Holmes 1992:255)

This theory is used to classify speech utterances delivered by the teachers in analyzing the data.

2. Interaction in a Classroom

A classroom is a formal environment where an interaction takes place. Ideally, this should involve an interaction between a teacher and pupils and between pupils and pupils. It is the teacher who should promote this kind of interaction. According to Lier (1982) there are two types of interactions in the classroom, they are interactions between a teacher and pupils and interaction among pupils.

In line with Krashen (1982:6), what the writer means by a classroom interaction is the relationship between teachers and pupils in the classroom in terms of the teachers giving of transferring the knowledge to the pupils and in terms of responding teachers to the intended information. In short, a classroom interaction means a positive relationship between teachers and pupils in the learning process.

The writer proposes this theory in conducting this study because the interaction is one of the factors, which determine the success in the process of teaching learning which is carried out in a classroom environment where the transfer of knowledge and skill happened.

3. Comprehensible Input

As what has been explained, a classroom is a small society, which needs a language to communicate and interact. To make an interaction it should have an understanding and it can be gained by providing a comprehensible input. It is in line with Krashen (1982:14) who said that a comprehensible input allows communication to take place. Furthermore, Ellis points out that a verbal input serves as a medium of instruction, a means of communication or a subject of interaction in the classroom. (Ellis 1986:150). If the pupils can understand the comprehensible verbal input, then it is expected that a social interaction will take place.

In a classroom, teachers' input can be forms of oral explanations and questions. In order to make pupils understand the lesson clearly, the teacher must give a simple, modified, various and interesting input. Therefore, a comprehensible input is needed to maintain the interaction between teachers and pupils in a classroom (Krashen, 1983:130).

4. Teaching English to Pupils

The success of teaching English to pupils in an Elementary School depends not only on the teachers but also the pupils. However, the teachers should be initiative to use speech accommodation in such a way as a strategy of teaching so that they can promote the pupils in acquiring the target language.

The teachers can apply the strategies from parents' talk to and with pupils. Those strategies can be imitating parent's talk and children's talk in a concrete

situation, followed by gesture and action. Parents tend to speak a little slowly and with a higher pitched voice and an articulate more clearly, often they repeat a single word as they indicate objects and actions. Meanwhile, the teachers should be able to imitate them in their school to promote their pupils' abilities. (Brumfit 1994:223)

1.8 Organization of the Study

This study consists of five chapters. The first chapter is the introduction. It gives the readers some explanations about the background of the study, statement of the problem, objective of the study, significance of the study, the scope and limitation of the study, definition of the key terms, theoretical framework, and organization of the study. Chapter II deals with the review of related literature, which presents the basic theories of the study. Chapter III discusses research design, subjects, instruments, and procedures of analyzing the data. Chapter IV concerns with the critical analysis about kinds of speech accommodation and critical analysis about social functions of speech accommodation. It deals with the results of the data analysis and interpretations to determine the answers to the research problems under investigation. Its relationships with the earlier issues, and the theories will complete the discussion. Chapter V serves to present conclusions and suggestions. In this chapter short and long term suggestions are offered for the implementation of the speech accommodation used by the English Teachers at the third grade of Intan Permata Hati in Surabaya and the recommendation for the English teachers of Elementary School.