

CHAPTER I

INTRODUCTION

A. Background

This research is aimed to examine the interlanguage communication strategies employed by English as Foreign Language (EFL) student teachers in teaching Thai students in the international internship program. As Indonesian learning English, teaching the language to people from another country can be difficult. Therefore, there must be a communication strategy used when learning teaching process ongoing.

In the 21st century, so many universities organize student teachers abroad, it's called an international internship. During an international internship program; student teachers will be challenged to adapt both personally and professionally. UII in Yogyakarta, Jember University (UNEJ), etc., including Tarbiyah and Teachers Training Faculty, State Islamic University of Sunan Gunung Djati Bandung have conducted this program. These universities collaborate with schools in South Thailand. The international internship has nowadays become a popular part of higher education studies, its objective being to support the student's development into a professional expert (Kleimola, Leppisaari, Impiö, & Hakala, 2006). To become a professional expert, an international internship requires much guidance and support from experts.

There were 11 students of English Education Department joined an international internship. They had to teach Thai students at the kindergarten level, the primary level, and secondary level. Based on the observation, the Thai students did not really understand English well. Unfortunately, student teachers have no ability in delivering material using the Thai language, and the Thai students have no ability in using the Indonesian language. Thus, there is only one language that can unite, English. However, Thai students lacked English proficiency. Therefore, the communication in teaching and learning process conducted between the student teachers and the students was not effective. Thus, there must be a communication strategy that the teachers use in teaching.

Meanwhile, second language (SL) learners may experience various communication problems when their interlanguage is limited. Besides, teachers also cannot understand their first language. Interlanguage communication strategies used by L2 learners are caused by their limited knowledge of the target language and used to maximize their potential for communication (Si-Qing, 1990). It is a phenomenon that will definitely be accepted by L2 learners. Regarding all the statements above, this research finds out the interlanguage communication strategies used by student teachers when they were teaching in a Thai school. The field of interlanguage communication strategies is still virgin soil waiting to be explored (Si-Qing, 1990). Therefore, this research is fundamental to be conducted to improve student teacher's communication strategies of teaching in an international internship.

Several researchers take communication strategies as their topic of discussion. First, research had been conducted by Hua, Nor & Jaradat (2012) at Universiti Kebangsaan Malaysia about communication strategies among EFL students – an examination of frequency use and types of strategies used. Second, a research had been conducted by Hmaid (2014) in the English Department at Faculty of Arts in Misurata University by the title the impact of teaching oral communication strategies on English language learners in Libya. Third, Thu & Thu (2016) had investigated research on oral English communication strategies among Vietnamese non-majors of English at intermediate level and had been conducted by the third year students of People's Police University. One of the differences between these previous researches and the current research is the participants. Then, the participant in this research is student teachers who carried out an International Internship program in Thailand. Therefore, a research entitled **Interlanguage Communication Strategies in Teaching English to Thai Students in International Internship Program** is conducted.

B. Research Questions

From the research background, problems are formulated into the two following questions:

1. What are Indonesian EFL student teachers' strategies of interlanguage communication in teaching English to Thai students?
2. What are the factors influencing the choice of interlanguage communication strategies?

C. Research Purposes

Based on the research question above, this research is aimed at obtaining three following purposes:

1. To uncover Indonesian EFL student teachers' strategies of interlanguage communication in teaching English to Thai students.
2. To uncover the factors influencing the choice of interlanguage communication strategies.

D. Significances of Research

The results of the research are expected to give several benefits for EFL student teachers in two aspects including theoretical and practical as follows:

1. Theoretical Significances

The research is significant in providing new insight into communication strategy as an appropriate strategy to confront challenges that might appear in teaching students in a foreign country.

2. Practical Significances

The results of this research can be beneficial for English teachers, specifically international foreign teachers to communicate effectively when they teach English. This research also helps the EFL student teachers to anticipate the barriers of interlanguage communication strategy that comes in teaching abroad.

E. Research Framework

“The term "internship" is the most commonly used to describe department practice requirements at the time of the study and present” (Miller & Gonzalez, 2016). It can be called that internship is a period of work experiences. Additionally, “international internships are a crucial component of Global Workforce Development (GWD), an imperative which charges institution of higher education to prepare global ready graduates” (Malerich, 2009). Therefore, in a global society, international internships have been conducted by several universities to prepare a competent teacher. In preparing to be teachers, an internship is an encounter of what to do in facing the real work. Shoenfelt, Stone, & Kottke, (2013) state participating in internships allows students to apply the knowledge and skills acquired in the classroom in professional settings, thereby increasing their employability through gains made from practical experience.

“Indonesian EFL student teachers in Thailand encountered a new circumstance which consists of different cultural values, society, thoughts, and beliefs, climate and language” (Saefullah, 2018). The differences in language are one of condition that would be dealt with by new people. The label ‘Interlanguage’ was pioneer introduced into the literature by Larry Selinker as an American professor in linguist field in 1972 in an influential paper published in the *International Review of Applied Linguistics* (Al-khresheh, 2015). He always applied the label ‘interlanguage’ to connect a nonstandard variety of a first or second language, applied as a means of intergroup communication (Rustipa, 2011).

In effective communication, everyone needs a strategy for achieving learning goals. Canale & Swain (1980) state that to keep the conversation goes on, the speakers need some strategies for their communication. Based on the idea above, it is clear that communication strategies have an essential role in the process of communication and for the success of communicating meaning. Additionally, people need some strategies while communicating, including

teacher and student in the learning process. On the other side, a teacher who has excellent communication skills have the potential to influence his students.

The categories of communication strategies by Ahmed & Pawar (2018) is applied as the grand theory of this research. They stated there are six categories of communication strategies; (1) Paraphrasing strategies, (2) Avoidance strategies, (3) Switching into native language, (4) Seeking help strategies (5) Nonverbal strategies, (6) Time fillers. This category is used to uncover interlanguage communication strategies in teaching EFL in a new context.

F. Previous Studies

There are several research results regarding the implementation of communication strategies in a teaching and learning process (Hmaid, 2014; Hua et al., 2012; Thu & Thu, 2016). Hua, Nor & Jaradat in 2012 from Malaysia. Their research focused on the frequency of using communication strategies among EFL students. The research adopted both a quantitative and qualitative approach. The quantitative analysis involved the frequency count of communication strategies employed by the participants and the qualitative used manually in their recorded oral discussions. They used Tarone taxonomy (1980), Faerch & Kasper (1983) and Willems (1987) to categories communication strategies. The result showed the communication strategies employed by both the high proficient and low proficient speakers of English in the oral group discussion.

In 2014, Hmaid research showed that learners had a positive attitude towards the teaching of communication strategies and found these strategies useful for improving their conversation. Mixed method approach was used in this research. Moreover, this research used Tarone (1981), Dornyei (1995), Bialystok (1990), Faerch and Kasper (1983) and Willems (1987) in categorizing communication strategies.

Thu and Thu in 2016 conducted research which generalizes communication strategies by Vietnamese non-majors of English whose English proficiency is intermediate. The research conducted a mix method approach,

and they used Tarone (1980), Faerch & Kasper (1983), and Dornyei & Scott (1997) taxonomy for analysis of communication strategies.

On the other hand, this research intends to apply communication strategies as the base theory integrated with Ahmed and Pawar's theory (2018). In fact, this research is different from the previous researches since this research only use a qualitative approach. Besides, the aspect that is focused on this research is only communication strategies that were used by student teachers during teaching English and how the student teachers can create appropriate communication strategies during teaching sessions in a new

