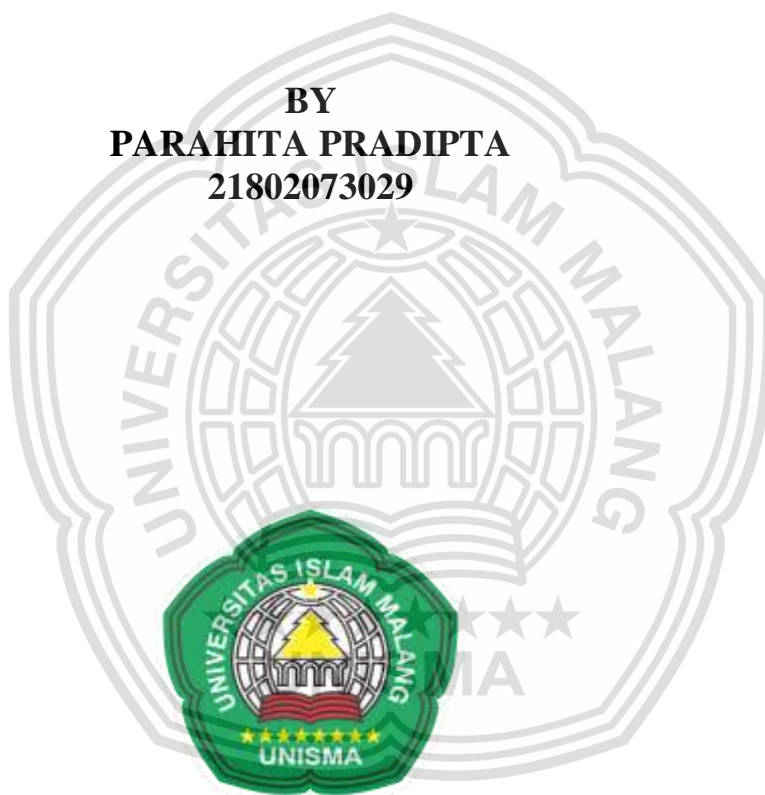




**BASIC INTERPERSONAL COMMUNICATION SKILL AMONG
STUDENTS IN JUNIOR HIGH SCHOOL**

THESIS

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ABSTRACT

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Communicative competence is the goal of a language classroom (Brown, 2007). The success in learning English is sometimes indicated by the students' communication skill. Success is measured in term of the ability to carry out conversation in the target language. Furthermore, one of the objectives in foreign language teaching in Indonesia is to enhance speaking skill fluently and accurately.

Basic Interpersonal Communicative Skill (BICS) is a basic skill to communicate English with other people such as conversational and transactional activities. Thus, the implementation of BICS in the classroom is in line with the objective of foreign language teaching in Indonesia and the main goal of English learning in junior high school in which targets the students' ability at functional level so that the students will be fluent in English communication.

The objective of this qualitative case study is to describe the implementation of BICS in in the classroom and Boarding School and the outputs of the implementation of BICS at SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo.

To reach such an aim, the researcher collected the data by direct observation, in-depth interviewing and document review. In addition, the researcher analyzed the collected data by using three major phases of the data analysis: data reduction, data display, then drawing conclusion and verification.

From the data analysis the researcher found some conclusion on the implementation of BICS is affected by some aspects. The first is classroom environment and dormitory which have been set to an English-speaking area and supported with some facilities such as smart TV, internet, and laptop. This gives opportunities to the students to their English exposure and use English as lingua franca. In addition, the implementation of BICS in this school is incorporated with every school element such the founder, the headmaster, the teachers, the students, the staffs and parents.

It is impossible for the school to run the whole ideas relying on a single element of the school. And the last, the immersion program and sheltered mode method applied in this school. The immersion method has been conditioned in the form of sheltered mode which is the students absorb the EFL in conditioned environment and forced them into additive bilingualism that is the students with their own native language are able to communicate with high proficiency in EFL mode, but in some cases, by the students on the lesser language proficiency found that: subtractive bilingualism, Semilingualism and Monolingualism (Lambert, 1974).



CHAPTER I

INTRODUCTION

The pioneering of this study focuses on the background of the study, the research problem, the research objective, the significant of the study and the definition of the key term.

1.1. The Background of the Study

Drawing on a study of current language use in global community, English has grown from being a national language into the global lingua franca. However, Indonesia as a member of ASEAN's country has imposed ASEAN economic community. This reality makes Indonesian people to be ready to interact with global society and of course they must master foreign language like English. They need English to communicate with people around the world, to do transactions, to do Mutual of Understanding agreement, to reach a work agreement and etc. This reason demands the students in Indonesia can communicate with English in daily life context. However, English in academic context somehow just restricted to the class context and how students get good grades in English subject.

As we have known that students in Indonesia learning English starting form elementary to the university level. In Indonesia, English is taught as compulsory subject starting from junior to senior high school (Mistar, 2012). This long period of learning does not guaranty the students graduated from senior high school become fluent in English communication.

One of the objectives in foreign language teaching in Indonesia is to enhance speaking skill fluently and accurately. Moreover, the goal of teaching speaking skills is communicative efficiency (Yunus, 2012). English learning in Junior high school is aimed to make students acquired functional level of learning that is able to communicate with English verbally and in

writing, to make the students are aware the importance of English, to increase the nation's competitiveness in global society, and to enhance student's awareness about the relation between language and culture.

Above all, at least, the students leaving Junior High School should be able to speak English because they have already learned English for three years. If not, it must be there is something wrong with the instruction implemented in that school considering three years is a such long period of learning.

In English instruction (in second and foreign language) at least there are six factors to be considered for evaluating whether or not a foreign/second language instruction is successful: instructional objective, learner, teacher, material, method and environment (Baradja,1994).

In this study, the researcher is interested in investigating the implementation of Basic Interpersonal Communicative Skill or called BICS at SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo. Even if or not the implementation of BICS enable the students mastering English in academic context and are able to communicate with English in daily life context.

SMPU BBS Zainul Hasan Genggong is a junior high school under the institution of Islamic boarding school Zainul Hasan, located in Genggong village at district Pajarakan in Probolinggo regency. In this school has implemented bilingual program in the teaching and learning activities. Bilingual means the focus language taught in this school is two languages that is English and Arabic. Furthermore, this school also implements interpersonal communication skill in students' daily communication. The students are trained to be able to communicate English and Arabic fluently as if English and Arabic are their home language or their daily mean of communication.

Basic Interpersonal Communicative Skill (BICS) is a basic skill to communicate English with other people such as conversational and transactional activities. Halbach (2012) states that BICS refers to conversational fluency in a language. Next, Barnlund (1968:10) defined Interpersonal communication as informal social situations in which persons in face to face encounters maintain a focused interaction through the reciprocal exchange of verbal and nonverbal cues. According to Bennis, Schein and Steel (1968:9) at least there are four basic interpersonal objectives: 1) to express feeling, 2) to confirm social realities, 3) to change and influence, and 4) to work and create.

Research in competence or skill in message processing generally suggests that competent communication is that which is understood in the manner in which it was intended. Savignon (1972:8) also defined Communicative competence as the ability to function in a truly communicative setting-that is in a dynamic exchange in which linguistic competence must adapt itself to the total informational input. Furthermore, Canale and Swain in Canale (1983:3) presents an excellent definition about communicative competence in language pedagogy. Communicative competence was understood as a system of knowledge and skill required for communication for example the knowledge of vocabulary and skill in using the sociolinguistic conventions for a given language.

In line with Bannis, Savignon, Canal and Swain, Dell Hymes in Brown (2000: 246) simplify the definition of Communicative competence that is our competence that enables us to convey and interpret message and negotiate meaning interpersonally within specific contexts.

Consequently, the implementation of BICS in the classroom is in line with the objective of foreign language teaching in Indonesia and the main goal of English learning in junior high school in which targets the students' ability at functional level so that the students will be fluent in English

communication. besides that, it also gives opportunity to the students to develop their autonomous learning through their conversational activities in their daily. Autonomous learning refers to student's ability to take control of his or her own learning (Khotimah, Widiati, Mustofa and Ubaidillah:2019, 372) .

The reason why the researcher conducted this research in this school because base on the observation conducted by the researcher, the students in SMPU BBS Zainul Hasan Genggong are able to communicate with fluent English especially the eighth and the ninth-grade students. The researcher is interested to know more about how the teaching and learning process in that school especially in English subject, and how the implantation of BICS in the classroom setting and in dormitory.

1.2. Research Problem

Considering the foundation of the investigation, the exploration issue in this examination is the means by which the implementation of Basic Interpersonal Communicative Skill in the classroom and Boarding School? and what are the outputs of the implementation of Basic Interpersonal Communicative Skill at SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo?

1.3. Research Objectives

Based on the research problem, the objective of this study is to describe the implementation of BICS in in the classroom and Boarding School and the outputs of the implementation of BICS at SMP Unggulan Bilingual Boarding School (BBS) Zainul Hasan Genggong Probolinggo

English proficiency including the four skills of English. However, English subject in junior high school aims to make the students are able to be fluent in English communication.

1.4. Significance of the Study

This study gives contributions theoretically and practically to the teaching English in junior high school, theoretically it is expected to enhance the theories conducted in this study especially in the teaching of English in junior high school which target the students are able to communicate with English fluently and accurately, for the main goal of English learning in junior high school is to make students are able to communicate English verbally and in writing, to make the students are aware the importance of English, to increase the nation's competitiveness in global society, and to enhance student's awareness about the relation between language and culture (Yunus, 2012). This goal can be achieved through BICS which refers to conversational fluency in a language (Halbach, 2012).

Practically, it is expected to emphasize interpersonal communicative skill in English material specially in junior high school since Barnlund (1968:10) defined Interpersonal communication as informal social situations in which persons in face to face encounters maintain a focused interaction through the reciprocal exchange of verbal and nonverbal cues.

1.5. The Definition of the Key Term

In order to limit a wider understanding of some key term, the researcher defines some of them as followed:

Basic Interpersonal Communicative Skill is a basic skill to communicate English with other people such as conversational and transactional activities which covers people interactions in social context. In this study the implementation of BICS focuses on students communication and interaction in their daily activities.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

After collecting the data and analyzing the result of the research, the researcher draws some conclusion.

5.1. Conclusions

Based on the finding and the discussion it can be concluded that the **Basic Interpersonal Ccommunicative Skill (BICS)** is a basic skill to communicate English with other people such as conversational and transactional activities refer to social context used for daily communication. The implementation of BICS in SMPU BBS Zainul Hasan Genggong is affected by some aspects. The first is classroom environment and dormitory which have been set to an English-speaking area and supported with some facilities such as smart TV, internet, and laptop. This gives opportunities to the students to their English exposure and use English as lingua franca.

In addition, the implementation of BICS in this school is incorporated with every school element such the founder, the headmaster, the teachers, the students, the staffs and parents. It is impossible for the school to run the whole ideas relying on a single element of the school.

And the last, the immersion program and sheltered mode method applied in this school. The immersion method has been conditioned in the form of sheltered mode which is the students absorb the EFL in conditioned environment and forced them into additive bilingualism that is the students with their own native language are able to communicate with high proficiency in EFL mode, but in some cases, by the students on the lesser language proficiency found that: subtractive bilingualism, Semilingualism and Monolingualism (Lambert, 1974).

5.2. Suggestions.

In accordance with the conclusion above, the researcher provides some suggestion to the English teacher and the further researcher.

As explained previously that BICS refers to everyday conversation and interaction in social context, so in the implementation of BICS in the classroom, teachers can start with practicing basic conversation and give opportunities to the students to clarify the meaning whenever there is misunderstanding with message transfer. Moreover, to increase BICS's capability of students, teachers should apply learning activities in the classroom that enhance students' BICS capability. For examples: To have student practice giving direction to each others, making reservation, introducing each other, making an appointment and etc.

Furthermore, for further researcher, to observe the student's daily communication and interaction, it is needed a long period of time and a full attention from the researcher. In this study, the researcher only came to the school for some times; when conducting preliminary study, observation, interview, and collecting some documentation. However. As we know that after the school hours the students stay in dormitory, it will be deeply comprehend the situation if the researcher stay along with the students for sometimes.

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