

Teachers' strategies in overcoming the challenges in the immersion classroom of English for young learners

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ARTICLE INFO	ABSTRACT		
<p>Keywords: <i>teachers' directives, students' comprehension of teachers' directives, students' appropriate responses.</i></p>	<p><i>This study investigated the realization of teachers' directives in the immersion pre school classrooms. The research design used was descriptive. There were eight events which were transcribed from two classes. The units of analysis were the teachers' directives and students' comprehension during the teaching and learning process. The results indicated that the teachers as facilitators were able to manage the classroom as well as to give a good description on character building. The forms of imperative were frequently constructed by the teachers because it was relatively explicit. It is clear enough to be understood by the students. Moreover, it was also the realization of scaffolding talk when the teachers used the explicit utterances. The teacher encouraged them to speak their ideas, act the actions, and responsible for it. On the other hand, the students were quite capable to interpret the teachers' directives. Most of them had the abilities to interpret the sentence and situation and the linguistic etiquette rules of the classroom when the teachers' directives were produced. Even though, they tended to give a non-verbal response than a verbal response. In addition, they were not good enough to understand a complex contextual demand. The students' appropriate responses to the teachers' directives can be described when the usages of the teachers' directives were analyzed. The teachers' directives can be presented by the realization of directness strategies particularly imperative, hint, locution derivable and availability. The students' responses matched the teachers' directives, and they created an adjacency pair as well as had the grammatical and semantic value.</i></p>		
Article History:	Submission 22 December 2024	Accepted 05 March 2025	Published 01 April 2025

1. Introduction

A teacher uses two media of communication to deliver the message to the students. According to Hennings (1975:3) as quoted by Moore (2007:172-178) the media are verbal and non-verbal communication. Verbal communication includes verbal and vocal components. The former focuses on the actual words spoken and their meanings. The latter focuses on voice firmness, modulation, tone, tempo, pitch and loudness. On the other hand, the non-verbal communication includes a teacher's facial expression, body language, use of space and

motion, use of time, and use of voice. The teacher should be concerned with both media of communication that gives different effects to the students.

Building communication with students could be interesting and complicated at the same time. This situation could happen because the students might have different interpretation when the teacher produces utterances. Using the spoken language, the speaker and the listener can negotiate the meaning, so the understanding of communication is negotiable; depending on the context in which the communication takes place (context dependence) and the shared knowledge of two parties (Eggins, 1994:56-57). As it is negotiable, the oral communication sometimes uses un-grammatical forms. Teacher communicates with the students not only produces utterances containing grammatical structures and words, but also produces action. Actions performed by utterances are called speech acts (Yule, 1996:47). There are three kinds of speech acts: locutionary act, illocutionary act and perlocutionary act.

Searle (1976) as mentioned in Holmes (1993:90) states that there are five acts for describing the illocutionary acts: declarations, representatives, expressives, directives, and commissives. Directives are kinds of speech acts which are used by speakers to get or ask someone else to do something. Directives express the speaker's wants. Holmes (1993:97) clarifies "It is possible, using Searle's definition of directives (which includes elicitation questions), to regard a great many of teacher's utterances as directive in function." The function of teacher's utterances is directive because teacher's utterances consist of command, order, request, and advice. The teacher sometimes does not realize that he makes utterances the purpose of which is to get students to do something.

2. Literature Review

The researcher chooses this topic because she found that the students got difficulties in interpreting teachers' directives as well as giving responses to them. It is because of the students' lack of awareness of social context, especially on the teacher's language. Teachers who give explicit directives will get positive responses from the students. On the other hand, students have difficulties to respond to the implicit teachers' directives. Therefore, the researcher wants to investigate the teachers' directives and students' responses in the classroom interaction. According to Holmes (1993:112):

The values and attitudes concerning appropriate pupil behavior, about what comprises relevant knowledge and how it is to be transmitted, about what constitutes an appropriate response to teachers' directives and elicitation, are all aspects of what Jackson (1968) has called "the hidden curriculum" The researcher strongly believes that investigating the teachers' directives and students' responses will give valuable contribution to teachers as a further insight to minimize misunderstanding in the interaction of teachers-students. Furthermore, the students can have a better competence in the learning process. Understanding the students need based on the students' responses to teachers' directives is one of the hidden curriculum, which does not exist in the compulsory subjects in the school's curriculum.

3. Research Methodology

This study employed a descriptive qualitative research design. According to Isaac and Michael (1997:46) the purpose of descriptive research is to describe systematically the fact and characteristics of the given population or area of interest factually and accurately. The subjects of study were the teachers and students of Mondial. There were four teachers. Two teachers teach the preschool students. The other teachers teach the kindergarten students. On the other hand, there are 33 students from two classes. The researcher recorded the activities of the teaching and learning process for eight events.

The data collection technique consisted of several steps. The first step was determining the school as the setting of the study. Secondly, it was doing the observation. The researcher then recorded and documented the teaching and learning process. Finally, the data was transcribed. The researcher used the investigation and methodological triangulation method as a technique of validating data. That method was based on Denzin (1970:472) as mentioned by Cohen et. al (2007:143). She invited another observer in doing the investigation triangulation. The additional observer was the researcher's classmate. Furthermore, the researcher conducted observation, made some notes and analyzed the transcript in gaining the methodological triangulation. There were some steps for analyzing the data. The steps were selecting the data. Next, the researcher categorized and classified the data. The next step is interpreting the data. Interpreting the data was describing the data based on main and supporting theories. The units of analysis were two items. There are the teachers' directives and students' comprehension during the teaching and learning process.

4. Findings

The results indicated that the teachers often used the forms of imperative since it is used in 65% of 948 utterances. The interrogative as the second form of teachers' directives occurred as the second form that was applied by the teachers. It was used in 22% of the data. Finally, the occurrence of declarative' form was 13% of the data.

It was resembled from the data that the teachers liked to use this form. This form was frequently constructed because it was relatively explicit. This form provided a direct speech act. It seemed that the teachers realized working with young learners should use the explicit utterances. The usage of imperative form made the teachers' directives clear enough to be understood by the students. The teachers tried to deliver their message in a very simple language. When the teachers used a direct utterance, the students were able to respond it. Furthermore, it was also the realization of scaffolding talk when the teachers used the explicit utterances. It can be assumed that the teachers were able to manage the classroom. In addition, it was also a good description on character building. The teachers stimulated the students to speak thier ideas, act the actions, and responsible for what have they done. It can be seen in the following variants of imperatives' forms.

5. Discussion

As it was mentioned before, the form of interrogative can be formed from direct or indirect speech act. The interrogative's form, which was constructed from modal and non-modal interrogative forms was produced using a direct speech act. When the teachers would like to mention their intention, they did not use implied expression. Furthermore, the non-modal interrogative was not produced through the realization of an indirect speech act.

a. Modal

The occurrence of this form was less than the other form. The realization of this form was explicit enough to be understood by the students since the teachers used a direct speech act to describe their intention. The students were compelled to act because the teacher's directives carried a command-like function. The students had an obligation to act because it fulfilled the requirements of command. The requirements were it was contained of modal, and the students were able to perform the action when the teachers produced the utterances.

b. Non-Modal

This form mainly occurred in the data. This form was constructed from the realization of the direct rather than the indirect speech act. It was clear that the teacher wanted the students to perform the desired activity without any obstacles. The researcher also found that the teachers were interfered with by Bahasa Indonesia when they produced the utterances using this pattern. They did not use the correct grammatical pattern to produce the interrogative utterances.

The results showed that sometimes the teachers got interference of the first language when they produced the interrogatives' directive. The bad effect of this condition was the teachers may produce ungrammatical utterances since they used the Indonesian sentence pattern to create the English sentences. When the interrogative utterances were produced, the teachers produced the fall tone intonations. It made these utterances become interrogative directives.

6. Conclusion

Based on the analysis above, I recommend three things that the teachers should do:

- a) They should be concerned with teachers' directives as alternative strategies in producing the directives in the teaching and learning process. They should use the imperative form to get the students to do the action since this form is the easiest form that can be recognized by the students.
- b) They should comprehend the students' ability to interpret the teachers' directives. The students' abilities to interpret the sentence and situation should be increased by reinforcing them to give verbal rather than non-verbal responses. I saw the students were able to speak English quite well outside the classrooms at the lunchtime. It was amazing that they could communicate using English. The researcher thinks that the students have less difficulty speaking English. Having these amazing students, it would be a good idea if they can motivate the students to speak more active in the classrooms. The students can speak English. They have to focus on the lesson.

c) They should provide a very simple contextual demand since the students have difficulties to respond to a complex contextual demand. It seemed that the students got difficulties to perform the appropriate responses.

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