Chapter One

Introduction

This chapter includes the introduction of the research. There are several important points mentioned in this chapter. The first is background that include the reason why the researcher conduct this research, second is statement of the problem that explain about the problem in researcher context, and research question to strengthen researcher goals in this research. The researcher also add some significant of the research that might be useful for the other researcher.

Background

Nowadays, study abroad is very easier to do because the era of globalization. Study abroad is a term of collage or universities program that allowed students to study and live in a foreign country, it could be short term or long term based on their needs. Students have their aim or goals when they want or have study abroad. According to Mariia (2014) the reason why students motivate to study abroad are to get cultural experience, to emigrate and to get diploma in foreign University. Another research said that the reason students motivate to study abroad is their perception about foreign collage or universities have better teaching materials than local universities, and also they can improve their understanding of foreign societies (Fan-sing Hung, 2010). Not only that points, previous study from Zweig, Chen and Rosen (2004) conclude that students believe that foreign education would give advantages and open their opportunities to search job when they return to home country.

The students faced various challenge when they study abroad. One of the biggest challenges faced by studying-aboard students is language barrier. Based on Rodchenko, Rekun, and Prus (2017) who conducted research on Ukrainian students who joined academic mobility program in universities of Poland, Russia, Germany, Canada, the Czech Republic, Italy, USA, and Spain found various challenges that happen in study abroad. The difficult challenges are language barriers, substantive (comparability of academic program), psychological, organizational (visa), and resource (lack of financial). Rodchenko et al., (2017) concluded that the most challenge faced by students who study abroad is language barriers because they have different L1 background from the native students.

Based on the different L1 background of international students and local students, the communication gap appears in their conversation. Therefore, both of them should learn the same L2 in order to fill their communication gap, in many contexts the L2 is English language. However, international students and local students are in learning process and not fluent in English language. They should learn English language well because English is a lingual franca or universal language. Because of the language barrier faced by both of them, communication strategies needed by international students and local students. This research will investigate about communication strategies that used by local students in their way to communicate with international students.

Every year in one of University in Yogyakarta, there is several international students who-undertake studying abroad. Some of them come with low language

skill both *Bahasa Indonesia* and English language. International students in English Language Department in one of University in Yogyakarta have several issues with their way to communicate with the other students especially to local students. In their way of study at foreign country, the international students got some help by local students. Both of them are second language learner who learning English language. In their classroom, some of teacher used *Bahasa Indonesia* to explain the whole materials and that is the problem for international students who cannot understand *Bahasa Indonesia* as well. Some of local students help them in their learning process and unconsciously local students used communication strategies to achieve their needs.

Statement of the Problem

The classroom problem for international students is their language barrier, it became heavily dependent to another international students or local students. The international students who became second language learner can also stimulate the native speaker or local students who learn second language to use several communication strategies in the classroom. Sometimes, when international students cannot understand what native speakers say, they used mobile phone to translate. But in the classroom rules, mobile phone is not allowed along learning process. Luckily their peers come up with explanation using English language. The local students who help International students not only use English language to make International students understand but also use several communication strategies because both of them in second language learning process. However, the study that discusses this

issue in the context of teaching and learning at English Language Education Department of Private University in Yogyakarta has not been found yet. Then, the researcher feels necessary to conduct this study to explore the communication strategy used by local students in communicating with international students.

Delimitation of the Problem

The local students who study in Private University in Yogyakarta need to mastery at least English language in case to help the international students in understanding the classroom material. The researcher believes that local students at least used some communication strategies to communicate with international students and help them understand the classroom materials. Based on that problem, this research only focused on communication strategies that used by local students in their way to communicate with international students in the classroom.

Research Question

Based on explanation above, the researcher focuses on a research question: What are the types of communication strategies used by local students to communicate with international students in the classroom?

The Purpose of the Study

Based on research question above, this research will find out about what are the type of communication strategies that used by local students to communicate with international students in the classroom.

The Significance of the Study

The researcher believe that this study can give beneficial knowledge to: local student who had difficulty in communicate with international student, teacher who want to achieve their goals in teaching and learning process, and other researcher who want to conduct another research and need more additional resources.

For the students. This research is expected to help both of local and international students to gain knowledge about what the most effective communication strategies that can be used by local students. By reading this research, students can decide what the preferable communication strategies to achieve their communication goals from different L1 background.

For the teacher. The teacher can know various communication strategies that used by local students in communicate with international students. Moreover, this research will help teacher to achieve their teaching and learning goals in the classroom using communication strategies that help international students understanding learning materials in the classroom.

For other researcher. The other researcher can gain more knowledge about what are the most communication strategies that used by local students in communicate with international students. Besides, the other researcher can use this research finding and result for further research on the same topic. Therefore, this research can also encourage the other researcher to conduct the research about the communication strategies that used by students as related to this research topic.