BASIC INTERPERSONAL COMMUNICATIVE SKILL AMONG STUDENTS IN JUNIOR HIGH SCHOOL

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Abstract

The principle objective of English learning in junior high school focuses on the understudies' capacity at practical level with the goal that the understudies will be familiar with English correspondence. 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. Furthermore, the researcher investigated the gathered information by utilizing three significant periods of the data analysis: data reduction, data display, then drawing conclusion and verification.

Keywords: Basic Interpersonal Communicative Skill

INTRODUCTION

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.

In this study, the researcher investigated the implementation of Basic Interpersonal Communicative Skill or called BICS 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.

One of the main indicators of success in learning foreign/second language can communicate with the target language. Brown (2007) states that communicative competence is the goal of a language classroom. The success in learning English is sometimes indicated by the students' communication skill. Mistar (2005) stated that successful second and foreign language learners are those who can acquire adequate communicative competence fairly easily. Moreover, the goal of teaching speaking skills is communicative efficiency (Yunus, 2012).

In junior high school, English is as compulsory subject taught from the tenth to the twelfth class. English is taught for four hours of study in a week. Based on the National Curriculum Board of Education (BSNP, 2006) 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. Therefore, the learning process in the classroom should demand students to always practice and exposure English frequently and the teacher should facilitate the students to practice English in and outside the classroom.

Therefore, the usage of BICS in the classroom is in accordance with the goal 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 (Mustofa, M. et al: 2019, 372).

BICS is a basic skill to communicate English with other people such as conversational and transactional activities. According to Halbach (2012) BICS refers to conversational fluency in a language. In addition Barselli et al (2018) define Interpersonal communicative skills are one competency of students to interact with others, moreover, students who experience problem in interpersonal communication will be hampered in the process of developing creativity and increasing their academic achievement at school. Base on this reason, it is crucial to develop students interpersonal communicative skills, considering students are not only need to interact with their friends and teachers in the class, but also they will interact with the people in their environment. Anyway it is expected to expand understudies' consciousness of the significance of interpersonal communicative skill.

Moreover, Barseli et al, (2018:130) claim Interpersonal communicative skills as an individual or a group's effort in giving influence by transferring information either verbally and non verbally to get feedback and interaction occurred in both side. According to Johnson in Dharmayanti (2013) at least there are four skills that students should have to increase their interpersonal communicative skill, they are: the ability to believe each other, the ability to communicate feeling and ideas accurately, the capacity to help one another, and the capacity to take care of issues happened in the correspondence constructively.

Considering the problem faced by some students relate to interpersonal communicative skill, Vance and Pakard in Budiman (2010) said that interpersonal communicative skill can help someone to get information about knowledge and can improve their academic achievement, develop his skill and his social relationship effectively.

Mistar (2012) proposes a conducive learning environment for the students to provide opportunities for the students to learn and acquire communicative competence in both classroom environment and natural environment (outside the classroom). Classroom condition incorporates the physical segments that spread the class size, guest plan, whiteboard position and so forth. the other component is interaction that covers teacher - students interaction and student - student interaction.

However, Natural Environment in Indonesia is limited, considering English is as foreign language and is taught as compulsory subject starting from junior to senior high school. In the event that there is any, it is as non-proportional talk, for example, radio stations or TV programs. Therefore, it is needed to create artificial-natural environment that giving English exposure to the students and enhancing social interaction and communication in English.

The study conducted by Shobikah (2016) in Pare Kediri East java, indicates that students learning English in Basic English Course (BEC) using English as daily communication inside and outside classroom such as on the street, in dormitory, in the store and etc. This makes the students become fluent in speaking and increase their self-confidence. And the supported and conducive learning environment labeled to Pare as "Kampung Inggris" means people there communicate with English as their daily communication, make the students learning English over there need some short - period of time to improve their English and ace English correspondence aptitude. It in light of the bolstered condition and openings empower them to have increasingly opportunity to talk and convey English.

METHOD

The research design was used in this study is qualitative case study. the researcher collected the data by direct observation, in-depth interviewing and document review. Likewise, the analyst dissected the gathered information by utilizing three significant periods of the data analysis: data reduction, data display, then drawing conclusion and verification.

RESULTS

As mention previously that the researcher collected the data by observation, interview and documentation.

The researcher carried out observation in order to find out the real condition of English proficiency and the implementation of BICS at SMPU Zainul Hasan Genggong. The researcher conducted observation start from March 12th, 2020.

The observation consists of two points to be found, that is to know the student's interaction in English communication skill and to know the school environment in implementing BICS. It showed that:

- Most of the understudies (particularly the eighth and the ninth graders) impart effectively in the classroom. They make interaction in the school and dormitory in English environment.
- All the teacher and students communicate with English in their daily.
- English is taught in classroom based the curriculum and make English as the students mean of communication in and outside the class.
- After the school hours, all the students stay in dormitory and communicating English is a must in it.
- Immersion and sheltered mode method applied in this school environment.
- The school provides some classrooms with 60-inch smart TV which is connected directly to internet. So, the teacher and students can directly have self-access to search English material and media.
- The student's English accents is interfered by their mother tongue
- The English teachers are nonnative English speaker, so sometimes they lack vocabularies and mispronounce the English words.
- Non-English teacher are also struggling in pronunciation since English is not their field of study.

Furthermore, the researcher also employed the interview to support the data. The interview is intended to find out real condition of student-students and student-teacher interaction and communication with English both in the classroom and dormitory. Besides that, the interview is aimed at investigating the implementation of BICS in

classroom setting and in dormitory as created natural English environment. The researcher employed the interview, which the result can be described below:

- SMPU BBS Zainul Hasan Genggong Probolinggo provide a conducive environment in the classroom and creating an artificial natural environment for EFL learning, so the students over there interact and communicate by using English as lingua franca.
- All school elements such as the founder, the teachers, the headmaster, and all the staffs support each other to realize the main objective and primary mission of the school that is forming the students with high proficiency in English communication. As Mr. KH said in the interview that "the success of the program certainly cannot be separated from the support of all elements especially, the founder, the head master, teachers and all staffs. It is impossible for us to run the primary mission if we are not supporting each other."
- All the teachers are not only present the material in English, but they also interact and communicate with English to the students.
- Immersion program and sheltered mode method implemented in this school. besides that, the school has special program to foster students' competence in English interpersonal communication skill trough habituation program, monthly program and peer teaching program as Mr. HT said that to make the students are able to communicate English is trough Habituation program. All the teachers, the students and the staffs should practice English everyday as daily mean of communication whenever they interact each other and they are in school and dormitory area. If they didn't do so, it will be there a consequence that is memorizing a number of vocabularies.
- The students are actively communicating with English every time and everyday even though they have difficulties to say some vocabularies in English nor forget to pronounce those words. Besides that, according to Miss SV. students' different level of understanding also affect the teacher treatment given to the students. Moreover, the teacher should find the best method to cover the students with different level of understanding.
- The students who didn't obey the rule will get the punishment remembering some vocabularies before entering the class.
- The teachers always oversee the students' activity and give some feedback toward the students, while they find difficulties in communicating English

And the last, the researcher using some school documentations relate to English learning to know the output of the implantation of BICS. the documentation is collected

to support the data from observation and interview data. From the documentations collected the researcher concluded that:

- The students at SMPU BBS Zainul Hasan Genggong Probolinggo participated all the school programs such as conversation program, broadcasting, speech contest, and others' meeting program that extremely helpful for the understudies in improving their English.
- From the documentation, it can be seen that the output of the student's competence in English can be verified in their daily routine activities in the school setting and in dormitory such as students' conversation, students' activities before entering the class, drilling vocabularies, speech training and etc.

Based on the school video, it showed that while the students practicing conversation with their partners, somehow, they find difficulties to say some vocabularies in English, in addition some of them also felt shy to speak English.

DISCUSSION

In this part, the researcher discusses about the finding of the implementation of BICS and the output of the implementation of BICS among the students in junior high school especially at SMPU BBS Zainul Hasan Genggong Probolinggo as the formulation of the research.

The Implementation of BICS in language classroom

In learning English, somehow students know the rule of sentences, but they do not have capability in applying their knowledge of language. Larsen-Freeman (2000:121) said that learners can produce sentence accurately inside a lesson but could not use the appropriately when generally communicating outside the classroom.

As we know that Interpersonal communication is a process of interaction between two persons or more between communicant and communicator (Permata, 2013, Putranto and Lataruva, 2014). Hence, there are some aspects to be considered in order to communicate effectively: 1) spontaneously communication, 2) has no arranged action, 3) uncoincidence situation between participant, 4) has unwilling impact, 5) repeatedly in giving response, 6) must in condition that minimum by two person with has no connection in between, and 7) using symbol or icon.

The objectives of educating BICS are to empower the student, to convey in straightforward language and to see completely the specific implications of information disclosed. Asking questions and answering them takes a lot of practice. Understudies really learn better in synergistic learning societies.

As discussed in the background of the study that the implementation of BICS 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. This concept is not only enabling the students to have communicative skill but also interpersonal skill.

However, the implementation of BICS in junior high school also affected by some aspects under consideration; **The first** is environment, this aspect is primarily essential due to language exposure. A conducive classroom environment and created-natural environment will be very helpful for EFL/ESL learner (Mistar, 2012). Whenever the students do not receive a correct exposure to the target language, this condition will make the students far away from achieving the target language.

The second aspect is teaching-learning method, this aspect also crucial in teaching and learning English. The method that the teacher utilizes in the classroom will affect the output of the learning. In this case the school implemented Immersion and sheltered mode method. In immersion programs students are fully immersed in the target language for a certain period of time, both in and outside the class. In the study hall, educators can mimic an immersion environment by setting up an 'English-in particular' zone in their organizations and by demanding all correspondence with them being in English. This offers students the chance to build up a scope of significant abilities in an increasingly unconstrained, real - and requesting - setting than the class.

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).

The third aspect is School elements such as head master, teachers, and staffs, they are very important in supporting and sustaining the English environment. It is impossible to create an English area if the people in the area did not commit to realize what has been agreed that becomes the primary mission of the school.

And the last is school media and facilities provided by the school. we can't deny that the more the facilities gave by the school, the simpler the understudies make an entrance to board data exceptionally about English. However, the existence of Students Access Centre, English Speaking Area and English Corner will give opportunity to the students to get access to any sources of learning especially about English. it is in line with what Mistar (2012) said that establishing Students Access Centre, English Speaking Area and English Conversational club are just examples of the attempts to create the natural environment of English use.

The output of the implementation of BICS in language classroom

The most expected thing from learning process is that the learning outcomes. A learning process can be indicted success if get good learning outcomes. In this case,

the implementation of BICS among students in and outside the class can be categorized into some criteria: the first, students are able to use the English language as a mean of communication in their daily interaction with other students, teachers, and staffs in and outside the class in which the environment has already set to be an English area. 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, this successful FL learner are able to conduct communication more than one language which are they categorized as polyglot. They able to communicate with their mother tongue (Maduress, Javaness), Indonesian as common academic purposes, Arabic and English as Foreign Language.

The second, in some cases, by the students on the lesser language proficiency found that: subtractive bilingualism, Semilingualism and Monolingualism (Lambert, 1974). In subtractive bilingualism is a condition that the students lose their native language proficiency, it has been replaced by their second language. common cases that occur at SMPU BBS Zainul Hasan Genggong Probolinggo which is involved in Madurese mother tongue students they are lose their habitual Madurese language into Indonesian language as their second language, due to the academic purposes in school. The peculiar cases come from the central java students, they lose their central Javanese language ability turn into Madurese language. But these overall cases do not mean they are successful nor unsuccessful EFL learner. Which is the EFL as their third language so the subtractive bilingualism for EFL learners also being categorized into subtracted bilingualism for EFL.

The third outcomes, Semilingualism is an anomaly rarely found in peculiar students that has a special cases psychology impacted to their language proficiency. Whenever they study EFL somehow their native language is disappeared along with the EFL its self. in this case, the students at SMPU BBS Zainul Hasan Genggong Probolinggo often use Indonesian language as daily communication devices.

However, monolingualism is a condition commonly found is students that has problem to absorb EFL. In this case, whenever they have been treated.

CONCLUSION

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).

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