

# Alternative Languages for The Effectiveness of Early Children Learning Communicators

1<sup>st</sup>Vinda Maya Setianingrum  
*Communication Sciences Department,  
 Faculty of Social Sciences and Law  
 Universitas Negeri Surabaya  
 Surabaya, Indonesia  
 vindasetianingrum@unesa.ac.id*

2<sup>nd</sup>Danang Tandyonomanu  
*Communication Sciences Department,  
 Faculty of Social Sciences and Law  
 Universitas Negeri Surabaya  
 Surabaya, Indonesia  
 danangtandyonomanu@unesa.ac.id*

3<sup>rd</sup>Anam Miftakhul Huda  
*Communication Sciences Department,  
 Faculty of Social Sciences and Law  
 Universitas Negeri Surabaya  
 Surabaya, Indonesia  
 anamhuda@unesa.ac.id*

**Abstract**— Early childhood education is very important. Not only as a preliminary preparation for entering elementary school. But it also becomes the foundation of children's growth and mental development and potential. In this period, the role of a teacher as a communicator who conveys material messages to students becomes crucial. Especially in Indonesia, kindergarten teachers are class teachers who must deliver the entire material thoroughly according to the curriculum. In contrast to elementary, middle, and high school teachers who teach according to their respective subject areas. Kindergarten teachers must master everything. Problems arise when in a school there are students who come from various cultural and linguistic backgrounds, while the class teacher is not a language teacher. As a communicator of the message, the role of language is very dominant as a key to the success of the message delivered properly. If not, then the message cannot be transferred to students which means there will be communication barriers. The research question is how the communication strategy used by classroom teachers in kindergarten schools that have several students with different language backgrounds so that communication can run effectively and the message is well conveyed. This type of research is qualitative descriptive, case study research methods in Al-Hikmah Kindergarten, Surabaya, Indonesia, and data collection techniques are interviews with teachers and parents of students, as well as classroom observations. The results of this study are a kindergarten teacher in a school with a background of students from various cultures and languages must master several alternative languages both local and foreign languages to be able to convey learning messages effectively because kindergarten teachers are class teachers who are required to convey all material areas in a complete.

**Keywords:** Communicator, Teacher, Communication Education, Language, Kindergarten

## I. INTRODUCTION

Early childhood education has a very fundamental difference with the level of education above it. It also becomes the foundation for children to begin the process of growth and development in formal education. As in the Indonesian National Education System Law mentioned early childhood is children aged 0-6 years. Early childhood education is very important. Not only as a preliminary preparation for entering elementary school. But it also

becomes the foundation of children's growth and mental development and potential. As the results of the study, about 50 percent of adult abilities have developed by the age of four years. Therefore, early education is no longer seen as an alternative, but also a substance. Therefore, the education and learning process that takes place in it is designed optimally which is certainly based on the child's ability level.

The patterns of interaction of early childhood learning are more typical. One side they are not independent enough in learning, need to be trained patiently and continuously. Because on the others hand, children also do not have enough knowledge and skills. So much learning is conceptualized in the form of games. Learning and learning from the teacher as a teacher and children as participants who learn. Many interactions position the student as the recipient, while the teacher as the giver. Therefore, for effective learning, teachers must master alternative languages besides Indonesian and or English. Because it does not rule out the possibility of students being taught from backgrounds of different languages be it regional or other foreign languages. In addition they also do not have sufficient Indonesian language skills in communication. The case of students with different language backgrounds occurred in Al-Hikmah Kindergarten, Surabaya City in 2018. The case becomes important as a warning for schools or other education providers. Because, schools in big cities, where people migrate or work will be prone to find these facts. That reality can be a problem for schools and children. Conversely it can also be a separate opportunity for children and schools themselves.

The improvement and mastery of the competence of kindergarten teachers with many languages is a demand in this era because students from various backgrounds, both regional and abroad can learn in one school. Regional languages are also important to be mastered by the teacher. During this time Kindergarten Teachers are required to master many fields, because Kindergarten teachers are not subject teachers but teachers of class teachers who will provide all material in accordance with the applied curriculum. In contrast to elementary, middle, and high school teachers where the teacher is a subject teacher in accordance with their respective expertise. Kindergarten

teachers now have to master many languages, considering that kindergarten is the first school and educational institution that children get. Examples of phenomena in Al-Hikmah Kindergarten, Surabaya City, East Java, Indonesia can be said to be unique, because in the 2018, they received students from various language backgrounds in one class, so that one class teacher was required to learn to communicate in four languages namely Indonesian, English, Arabic and Javanese. In learning in the classroom using the Indonesian national language, but in reality in the A2 Kindergarten class there were four students, where one person used English in communication, one person used Arabic, one person used Javanese, while the teacher was a person with a Madurese background. certainly mastering the language of Madura. So in reality in class, the teacher must use and be able to communicate in four languages at once. So in this research, researchers want to know the strategies used by the teacher as a communicator of the message so that the message delivered can be understood by students with various cultural and linguistic backgrounds.

Language can shape our mindset and determine what we think. Language is the core of human interaction, allows humans to exchange views and can convey culture to one another. Through human language learn about values, behavior and identity. Language is an important aspect in learning intercultural communication. Using language happens every day for everyone throughout the world. Talking with friends, listening to music, watching television, surfing the internet, all require language. Language is also used to express identity. Dialects and accents become part of one's identity. Basically language is a number of symbols or signs that are agreed to be used by a group of people to produce meaning. Human culture with all its complexity cannot be overcome without the help of language. There is a symbiosis between language and culture. The two work together in a mutually beneficial relationship that guarantees their existence and continuity. To have a culture, language is needed, so that members of a group can share beliefs, values, and behavior and engage in communal endeavors. Instead, culture is needed to organize different people into whole groups, so that community beliefs, values, behaviors and activities can be developed.

Intercultural communication is the process of exchanging thoughts and meanings between people of different cultures. Similarly, communication between religions is a process of communication with people of different religions. The author uses the term inter-cultural communication, because the author believes this term is more appropriate, because in communication between speakers of different cultural backgrounds, the communication pattern formed is a new pattern as a synergy of speakers' communication patterns with speech partners. When communication occurs between people of different nationalities, religions, racial groups, or language groups, that communication is called intercultural communication. Intercultural communication basically examines how culture influences communication activities, what is the meaning of

verbal and nonverbal messages according to the cultures concerned, what is appropriate to communicate, how to communicate it, when to communicate it.

These cultural differences do not become obstacles to one another in a relationship (relationship), the most important is mutual understanding (*understanding*), mutual adaptation and mutual tolerance. The main key of intercultural association is not to judge other people who are of different cultures by using our cultural judgments. The function of educators is an education function, educating students to respect each other's cultures. Language is a symbol that will be used and understood in a community. One of the elements needed in communication is to use language, language makes it easy to interact with people and language and is also able to express feelings, thoughts, emotions and information that is very important [1]. By using verbal communication can find out or measure obstacles in verbal communication that can cause disrupted communication process in learning in the classroom and can know the communication strategies that will be given by the teacher to students.

Conducting verbal communication one of them uses language while language has many meanings and intentions. Language function has three functions, namely planting (naming or labeling), interaction, and transmission of information [2]. Language is indeed very important in a communication of course, establishing cooperation and relationships with others. Language can also be a unifier of different cultures, with languages being able to understand each other even in different languages. Communication includes all stimuli produced by individuals who have the value of a potential message for the sender or recipient that makes the message more meaningful [3].

Educational communication is the point of view of communication in the world of education, or communication that occurs in the field of education [4]. So, for all communication interactions that are connected regarding education which are interrelated and mutually support one another. The components contained in a learning as communication include: (a) the instructor is able to carry out its function of being a messenger (communicator), (b) the learner becomes the recipient of a message (communicant), (c) the subject matter as a message delivered, (d) aids for learning as a channel or place of learning media, and (e) feedback in the form of statements such as answers, questions and opinions, both from the learner and from the instructor [5].

As the community of practice develops, individual participation in groups evolves and understands deeper, which then influences the way the tools are adjusted. One tool that can support the development of shared practices is that language functions as a pedagogical tool to support learning to be more effective [6]. The framework in communication will be a more useful tool if the learning objectives are more determined by the teaching strategies of the teacher both in the classroom or outside the classroom [7]. To achieve learning objectives there are several

components, namely learning objectives, material, media, methods, strategies and evaluation. Teaching material is detailed material that is arranged systematically and given to students to be learned and mastered in an effort to achieve learning objectives. The content of learning must be contextual, that is, in accordance with the actual conditions. The contents compiled are not something that is not in touch and useful for life, but must be in accordance with the ideal conditions in society.

The learning method is the way the instructor will convey the learning message, in this case the teacher's way of conveying or communicating the material and message to students. The method can be chosen to give students the freedom to be active or more teachers as the main activity center. The method in this case is closely related to the content and learning media. The teachers also try to maintain a relationship between the two, themselves and their students. The teacher also takes the role of a learner in the class. This fluid relationship transcends academic matters but can support successful learning [8].

## II. RESEARCH METHODS

In seeing this case, the writer uses a social (empirical) approach to be able to see the reality or facts on the ground. This research uses a qualitative type with the case study method. Research by taking the case study method can be divided into three types, namely, explanatory, explorative and descriptive. It is inclined to an explanatory research, so the writer will try to explain the factors that are part of the events that occur and describe it through writing. The evidence or data for case studies can come from interviews and field observations. In-depth face-to-face interviews aim to obtain data directly through the questions asked by researchers [9]. This interview will be conducted with the main informant namely the class teacher and supporting informants namely parents of students in order to obtain comprehensive data. While field observations are carried out to find out the actual situation on the ground, in this case it means conducting direct observations in the Al-Hikmah Kindergarten class room in Surabaya.

## III. RESULTS AND DISCUSSION

### A. *Obstacles to Submission of Learning Due to Communication Obstacles (Language)*

Teaching and learning processes that take place in the classroom are transformed from instructor to learner through the communication process. The process of quality communication is very much determined by the design of communication patterns that the teacher builds in every interaction. The message delivered is easily understood and understood by students based on the competency provisions determined by each learning material. That is, the success and failure of students to master learning competence is determined by the

communication skills of the teachers. The teacher must be able to build an atmosphere of communication that is not rigid and allows the response of children provoked to be active. Verbal and non-verbal communication that is shown in the classroom must be fun. Realize that, sometimes it requires media assistance or learning facilities. The kindergarten-level school learning system dominantly positions students as objects or parties given knowledge by the teacher. When studying, instructors in kindergarten face two conditions that are not found at the school level above. On the one hand the teacher is dealing with the condition of students as recipients of commands or knowledge and on the other hand dealing with the conditions of students who do not all understand Indonesian. So the learning process designed by the teacher cannot rely on using Indonesian as the main communication tool, but also requires the use of other languages that allow students to understand the contents of the message conveyed in learning.

In that condition, it is imperative that the teacher use the language understood by students. Teachers must be able and understand what languages can be understood by their students. The communication demands that must be mastered by teachers are getting heavier compared to higher levels of education such as junior high, high school and tertiary institutions where students already know and understand Indonesian as a means of communication and daily interaction. Learning at the kindergarten level uses a one-grade first-teacher system. While one class each contains more than five students with different communication backgrounds. Kindergarten teacher demand is to have skills of more than one or two languages. Relying on Indonesian language skills alone does not allow the material or message conveyed to be understood by students. The teacher must also master other languages as an alternative language in conveying material to students. The condition of the color of the background color of kindergarten students may only occur in big cities, one of which is like in the city of Surabaya. Surabaya itself as the capital of the East Java Province and being the second largest city in Indonesia after Jakarta, is practically a city with the character of an urban society because some are migrants with various cultural and linguistic backgrounds. Surabaya City is an industrial city where children who follow their parents grow. They sometimes have to live in Surabaya because of work demands. The authentic culture of each family meets in the school environment where their children receive formal education. Social interactions occur every day with diverse communication models both of languages and ways of conveying messages. Given the nature of globalization, many contemporary work environment from international offices. The world is now full of settings where speakers use a mixture of languages in interacting with friends and coworkers, using English and other global languages, local languages and various languages [10].

The case was found in AL Hikmah Kindergarten, one of the international standard kindergartens located in

the southern part of Surabaya. The backgrounds of students there are quite diverse, some from Original Javanese who only know Javanese, there are those from Yemen who only know Arabic, and there are even students who use English. This condition is faced with the condition of school teachers from Madura and Javanese backgrounds who only use Indonesian in the classroom. The native language of the teacher is not in line with the language understood by students. In school, students are accustomed to using their own mother tongue. If in learning the teacher does not learn language that can be understood by students, and imposes the use of Indonesian in the classroom, communication barriers will arise. Only a small proportion of students will understand the subject matter from the teacher, while students who do not understand Indonesian cannot master the subject because of the language understanding constraints. Submission of messages and teacher material to students will fail. Because students are not able to interpret the message given by the communicator (teacher). Clear learning objectives cannot be achieved based on predetermined indicators. If it continues to force it, many students will not move up to class because of failure to understand the material due to the failure of communication that is built up in the classroom and school.

This is a problem because communication barriers experienced by children who are still in kindergarten, where the maturity of the language cannot be equated with the age of elementary school children, junior high, and high school. So the one who must play an important role in adjusting these conditions in schools so that an effective communication atmosphere can be realized is the teacher. Teachers are a key factor for effective communication. Increasing teacher competence by mastering multi languages will be able to help the success of communication which ultimately helps students to absorb the subject matter in class.

In addition, the demands of the teacher or the next school are ethical factors and the value of the language used should not make the language owner offended or students who speak other languages are cornered. The portion given in communication between different languages to different students is not to cause social jealousy between students. No one feels cared for or overlooked. While others are given more attention. All attention, the portion of language must be balanced. Besides the impression that is raised should not place one language higher or more important than other languages. The message that the teacher raises is that looking at all languages is important and has the same degree. Regarding the use of Indonesian as a primary tool in schools teachers must be skilled at providing security to students and parents that Indonesian language is the language of unity that unites differences in one red and white flag.

*B. The Success of Children's Education is supported by the Success of Educational Communication*

World of education requires a comprehensive and systematic understanding of the use of communication in the learning process. Educational communication will show the direction of the process of social construction of the reality of education. Educational communication is the process of traveling messages or information that penetrate the field or events of education. Communication is controlled and conditioned for educational purposes. Communication barriers in the learning process include cultural and environmental barriers. Cultural barriers include barriers to the mastery of the language a person uses from birth to grow according to age. If the communicator and communicant use different languages, then it is certain that there will be a failure to deliver the message. While environmental barriers are the failure of a person in social life, including due to differences in language that causes discomfort in interacting [11]. Dialogue between the teacher and students using language that is understood and the involvement of students in the class will make students more easily understand the message conveyed by the teacher. Dialogue and interactive communication will stimulate and form a good mentality for students [12]. Teachers must have pedagogical abilities in the classroom and negotiation skills adapted to the environment so that there is a relationship between the teacher and students [13]. Multicultural schools should be able to design a curriculum that integrates academic education and social skills. Teachers and students are given the freedom to communicate with one another in diversity of languages [14].

*C. Improvement of Multi Language Competence for Kindergarten Teachers*

Success or failure of students mastering learning competence is largely determined by the atmosphere, form and way of communication that is built by teachers inside and outside the classroom. The atmosphere of communication is not rigid and allows the response of children to be provoked into active, verbal and non-verbal forms of communication which are certainly fun whether using media assistance or learning tools or how to use language based on the mastery of the teacher's language [15]. The early school learning system positions students as objects or parties given knowledge by the teacher on the one hand and the condition of students who come from various family backgrounds and languages on the other makes the communication demands that must be mastered by the teacher heavier than the higher level of education such as junior high, high school and college which incidentally students have made knowing and understanding the Indonesian language as a means of daily communication and interaction.

Not all kindergarten students can speak Indonesian and the majority are still thick with their mother tongue or language inherent in their respective families. Because the teaching system is one class one teacher and one class student each carry a different language of communication, the teacher's demand is to have skills of more than one or two languages. Relying on Indonesian language skills alone does not allow the material or message conveyed to be understood by students. Mastering other languages as an alternative language in conveying messages can be used. In Al Hikmah Kindergarten itself, one class has students who come from various family backgrounds using Indonesian, English, Arabic and Javanese.

The researcher took an example of a case in one of the largest private schools in Surabaya, namely Al-Hikmah in 2018. At the Kindergarten A level, in one class there was a phenomenon found that there were some students who used several languages and this affected the communication process of teaching in class. A class teacher must learn to master these languages so that the delivery of messages can be successful. A transfer student from Yaman named Jumanah has native Arabic parents communicating in class using Arabic. The mayoral teacher, who is not a subject teacher, must be able to communicate in Arabic in order to be able to communicate and interact daily. Furthermore, there is a student named Adam al Irsyad de Mecca who is more comfortable using English in daily communication, then the teacher must adjust to communicating in English. To deal with children of kindergarten age, the teacher is initially required to adapt in communication. Then there was Tanazzalu Ilman Naafi, a student from the Blitar area of East Java who followed his parents to work in Surabaya who could only communicate in Javanese every day, so the teacher then had to learn to master the local language to be able to convey a message. In that school, of course they use the national language, Indonesian, but an environment where they come from has formed children with mastery of certain languages. To suddenly master Indonesian and communicate in the national language requires a long process so this is an important note for a teacher to be able to adjust learning these languages.

In interviews with class teachers Siti Masruhah and Heni Rachmawati it was found that the failure of students to capture a message and absorb subject matter was determined by the language they knew. If they do not understand, it will bring up communication barriers which in the end also have an impact on these students for example do not understand the instructions of the teacher in class and are unable to interact socially. They are not comfortable interacting socially because the languages used to communicate are not the same. The solution, teachers must learn to adapt to master many languages, so they can apply when communicating, while children also learn to master languages that may be new to them. While also being taught

about diversity tolerance, people in this world actually come from various backgrounds. This teaches children the importance of tolerance and mutual respect despite different cultures and languages. While interviews with parents of students named Trihajja in Agustina it is known that their child named Mecca since childhood is more comfortable communicating using English. So parents at home also finally communicate in two languages namely Indonesian and English. Mecca's mastery of English comes from self-taught learning activities obtained from Youtube while playing using gadgets. And unconsciously, he prefers to speak English every day. While one of the students who spoke Javanese was named Ilman, due to living with grandparents in the area since he was a baby so he was accustomed to the language in the surrounding environment. And when he moved to the city of Surabaya, he found a new environment that had communication with Indonesian so he experienced communication barriers at school.

From this phenomenon can be described, some teachers who cannot understand English, Arabic, and Javanese will make communication more difficult for students to understand. Initially the class teacher only relied on Indonesian, but it turned out to be less effective. Submission of material is not understood by students who have different language backgrounds. Therefore the teacher at the school, then self-taught both Javanese, English and Arabic. Language skills are learned after teaching from school. Although using Indonesian as the main communication tool, the three languages are still used as an alternative means when the first language is difficult for students to understand. To children who speak English deliver messages using English, as well as students with Javanese backgrounds, if communication fails, teachers try to speak Javanese, and to students with Arabic backgrounds, teachers communicate with Arabic. What happened at Al Hikmah Kindergarten Surabaya is not necessarily be able to be found in other schools. Language, culture and ethnic diversity. The task of the teacher in multicultural education is to be able to communicate with languages understood by students. Next is how the portion given in the classroom with different languages does not lead to social jealousy between students. No one feels cared for or overlooked.

Communication barriers due to diverse backgrounds of students' languages can be said to be serious and must be considered. Overcoming it is certainly possible with strategies to improve teacher competency with multi-language skills. Two important strategies that can support the realization of increasing teacher competency are the direction of school policy followed by consistency in providing language skills training for teachers and personal innovation that must be possessed by a teacher so that multi-language skills can be quickly mastered. At Al-Hikmah Kindergarten, because it faces the challenges of the diverse language backgrounds of students, it becomes motivation for teachers at the school to improve their language competence. The kindergarten

teacher should set aside teaching time to study English, Arabic and learn Javanese. That is done at home by utilizing information technology advancements. Learn via YouTube, books and references on the internet. Teachers must have the ability to build innovative learning using technology literacy. Not only technology adaptation, teachers must also have a design that is adapted to the environment so that the learning atmosphere can be more conducive [16]. In addition, he also deepened by asking his colleagues who mastered the language he learned. Learning three languages at the same time is certainly difficult. But with the strategy of using technology and asking native speakers every day, the teacher masters the basics of communication in Arabic, English and Javanese. Even though it is not the main communication tool, the position of the language that is mastered lately becomes an alternative language when there are some parts of the Indonesian language delivery that are not understood by students. So Arabic is used if students who do not understand are in Arabic, as well as English and Javanese. Children will be more confident and comfortable if they interact and communicate using their first language or mother tongue. Appropriate as the language they use every day in the family and neighbors where he lives [17]. At school, students find ways to adjust or adapt to some new obstacles and new worlds, it's like students studying in a new environment [18]. Teachers can make classroom learning settings tailored to teaching strategies, emotional psychological processes, and contextual environments to provide motivation and appreciation to students [19]. The quality of a good relationship between teacher and student will make learning fun. Existing learning interactions are more successful than instructional and central teaching from teachers [20].

Learning strategies because of the personal encouragement of teachers as they occur in kindergartens cannot indeed be a measure. Because every teacher has different motivation to teach. Not all teachers who deal with the same problem can also learn languages that suit. On the one hand, the improvement of language skills independently by the teacher is indeed very important and it is indeed an adaptive form of the teacher that matches expectations. But that also needs encouragement through the policies of each school. The policy can be in the form of teacher recruitment which indeed has multi-language skills and can also be in the form of improving the language skills of teachers in schools. Teachers who are taught or who have taught master one or two languages, but schools provide other language learning programs at school or outside school. So that over time the teachers master many languages. Of course the program is costly, but it will be proportional to the name and competency of the school. Parents also do not worry that their children will not go to class or do not understand the material that their children receive at school. Because the teachers master many languages including languages understood by their children.

Multi-language mastery is very effective in the learning process, including in the Indonesian language learning process itself. The teacher presents the material and understands children who cannot speak Indonesian with the language they understand. Learning is more effective and the next obstacles will certainly be overcome. Thus not only communication obstacles are overcome, but also multicultural constraints inherent in each student. The use of multi-language will bring about a very pluralistic and advanced school atmosphere with such diversity. Students are served their knowledge needs in languages that meet their standards, and that allows the loss of the impression of dominant treatment or privileges of students who understand one language. There are many lessons in it, the school facilities that have multi-language teachers can be one of the references on how to care for and respect the diversity of languages accommodated in the Indonesian state which embraces democracy and tolerance. It goes on, tolerance between students of different languages can be further developed from an early age, since kindergarten age. Surabaya City is an industrial city where children who follow their parents sometimes live in Surabaya because of the demands of work. Here then came the reality of the people who brought their authentic culture to the school environment where their children received formal education. Social interactions occur every day with diverse communication models both of languages and ways of conveying messages.

#### IV. CONCLUSION

If in a school there are various students who use several different mother tongues, there will definitely be a so-called communication barrier. The delivery of messages will fail, if the communicant (student) is not able to interpret the message given by the communicator (teacher). This is a problem because communication barriers experienced by children who are still in kindergarten, where the maturity of the language cannot be equated with the age of elementary school children, junior high, and high school.

Optimal learning in kindergarten is very important as a basic capital for the growth and development of children at the next school level, as education must be passed to optimize the potential. In the field, it is undeniable to find cases of schools or classes whose children come from diverse cultures and languages. Especially schools in big cities like Surabaya. Therefore, for effective learning to occur, teachers as educational communicators must have other languages as alternative languages. Can speak English, Arabic, can also be the language of the area where the school is located. To realize teachers who have multi-language skills, can be through self-taught learning by the teacher himself in between teaching hours. Most important is also through the encouragement of schools themselves either in the form of training or facilitating teachers in improving other foreign languages.

## ACKNOWLEDGMENT

We would like to thank God for giving us the opportunity to write this article. We also would like to thank Dean of Faculty of Social Sciences and Law, Surabaya State University for supporting the authors to join the international conference. Lastly, we also would like to thank who has helped us finish this article and review this paper.

## REFERENCES

- [1] D. Mulyana, *Intercultural Communication Guidelines for Communicating with People of Different Cultures*. Bandung: Remaja Rosdakarya, 2009.
- [2] D. Hidayat, *Interpersonal Communication and the Media Facts of Phenomenology Research in Career Parents and Adolescents*. Yogyakarta Indonesia: Graha Ilmu, 2012.
- [3] R. Samovar, Larry & Porter, *Cross Cultural Communication*, 7th ed. Jakarta: Salemba Humanika, 2010.
- [4] M. Pawit, *Instructional Communication*. Jakarta: Bumi Aksara, 2010.
- [5] H. A. Sanaky, *Learning Media: Mandatory Handbook for Teachers and Lecturers*. Yogyakarta Indonesia: Kaukaba Dipantara, 2011.
- [6] K. M. Schutz, K. A. Danielson, and J. Cohen, "Approximations in English language arts: Scaffolding a shared teaching practice," *Teach. Teach. Educ.*, vol. 81, pp. 100–111, 2019.
- [7] A. Reisman *et al.*, "Evidence of emergent practice: Teacher candidates facilitating historical discussions in their field placements," *Teach. Teach. Educ.*, vol. 80, pp. 145–156, 2019.
- [8] L. Lim, M. Tan, and E. Saito, "Culturally relevant pedagogy: Developing principles of description and analysis," *Teach. Teach. Educ.*, vol. 77, pp. 43–52, 2019.
- [9] R. K. Yin, *Case Study Design and Method*. Jakarta: Raja Grafindo Persada, 2004.
- [10] M. Jacquemet, "Language & Communication Beyond the speech community: On belonging to a multilingual, diasporic, and digital social network," *Lang. Sci.*, pp. 1–11, 2018.
- [11] W. B. & B. M. Gudykunst, *Handbook of International And Intercultural Communication*, Second Edi. London: Sage Publications, 2001.
- [12] K. Sedova, M. Sedlacek, and R. Svaricek, "Teacher professional development as a means of transforming student classroom talk," *Teach. Teach. Educ.*, vol. 57, pp. 14–25, 2016.
- [13] R. J. Leblanc, "Language & Communication Pedagogic ventriloquation: Projected constructed direct reported speech in teacher talk," *Lang. Sci.*, vol. 64, pp. 25–37, 2019.
- [14] S. Severiens and M. Volman, "Teaching diversity in citizenship education: Context-related teacher understandings and practices Is," vol. 78, pp. 183–192, 2019.
- [15] J. Rakhmat, *Psychology of Communication*. Bandung: Remaja Rosdakarya, 2012.
- [16] A. Lund, L. M. Brevik, and G. Bj, "Transformative agency in teacher education: Fostering professional digital competence," vol. 86, 2019.
- [17] V. Serreli, "Language & Communication Identity work through language choice in the Siwa Oasis: The exploitation and iconization of Siwi," *Lang. Sci.*, pp. 1–9, 2018.
- [18] K. Pennesi, "Language & Communication Differential responses to constraints on naming agency among indigenous peoples and immigrants in Canada," *Lang. Sci.*, vol. 64, pp. 91–103, 2019.
- [19] I. Rissanen, E. Kuusisto, M. Tuominen, and K. Tirri, "In search of a growth mindset pedagogy: A case study of one teacher's classroom practices in a Finnish elementary school," *Teach. Teach. Educ.*, vol. 77, pp. 204–213, 2019.
- [20] I. García-moya, C. Moreno, and F. M. Brooks, "The 'balancing acts' of building positive relationships with students: Secondary school teachers' perspectives in England and Spain," *Teach. Teach. Educ.*, vol. 86, p. 102883, 2019.