

**COMMUNICATION FAILURE IN AN EFL IMMIGRANT
CLASS AS DEPICTED IN ‘MIND YOUR LANGUAGE’
SERIAL MOVIE**

A THESIS

**In Partial Fulfillment of the Requirements for *Sarjana Pendidikan*
Degree in English Language Teaching**



BY:

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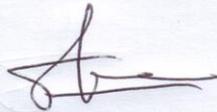
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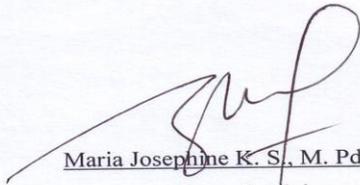
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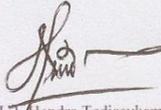
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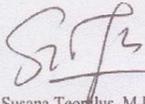
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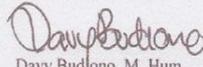
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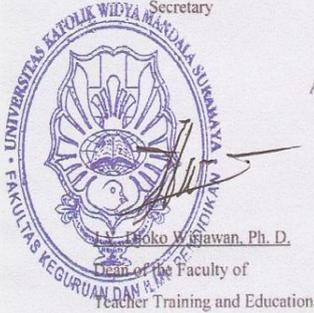
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ABSTRACT

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Twentieth century is the starting point of globalization in all life aspects. This is the time when communication takes place beyond any boundaries. Language plays a fundamental role in bridging that communication. However, the problem is: what language will people use to conduct that communication. Since it is global communication which is referred to, the language has to be the 'global' as well. English is then chosen with a reason that it is spoken worldwide. Therefore, learning English as a second language (ESL), a foreign language (EFL) or even an international language (EIL) is encouraged. This phenomenon brings a significant impact to language teaching, especially in classes consisting of international students with different nationalities and backgrounds.

This study investigated how language which should be the medium of communication became the main cause of communication failure. The analysis of the significant linguistic factors which hampered communication was made upon the interaction between teacher/educator and the L2 adult learners in an EFL class in England in the setting of 1965 of 'Mind Your Language' which was recently re-broadcasted in 2007.

Thorough observation on the interaction was undergone and troublesome cases in several scenes of episode 1 to 3 were collected and categorized based on the branches of linguistics. It is found that phonological factors contributed most of miscommunication in the classroom. The next contributing factor was the semantical factor in which the L2 learners were having trouble interpreting lexical semantic such as homonymy and polysemy. In pragmatical level, the L2 learners often violated practical code of language use (appropriate use of vocabulary in certain situation, use of figurative speech, deictic expression, etc.) which might be caused by the lack of L2 exposure, regardless the fact that they were in English speaking country. Errors in the level of grammatical factor were found in several scenes. Yet, some cases were ignored since the errors were tolerable by the native and the learners were making themselves understandable. Some morphological error came out yet deserved no further analysis on the reason that the teacher (the native speaker of English) could still catch the meaning.

To sum up, an analysis of learners' progress from the first meeting (first episode) to the third meeting was made to give illustration how communication failures were declining in sequence. Lastly, some suggestions were made for EFL teachers teaching international students in order to be well-aware of the errors made by the learners and to creatively figure out ways to increase students' communicative competence through series of authentic use of language.