

CHAPTER I

INTRODUCTION

A. Background of the Study

English is taught as a foreign language in Indonesia. The goal of English instruction is for all students at all levels to be able to listen, speak, read, and write in English. English is taught as an elective subject in elementary schools. Meanwhile, as a compulsory subject at the junior high, senior high, and vocational school levels by the Ministry of Education. Actually, the primary goal of learning English is for students to be able to communicate using English as an international language. SMA Muhammadiyah Program Khusus Kartasura is a senior high school in Sukoharjo that focuses on developing English skills in order to produce graduates who can effectively communicate in English. It is critical for students to be able to communicate effectively in English. Graddol proposed in Uglia et al. (2013) that the use of English as a first international communication medium has increased over the last several decades.

Because speaking takes less time than writing, it is the most efficient mode of communication. Because neither the speaker nor the listener needs to write or read when the speaker speaks fluent English, both the speaker and the listener can enjoy the conversation. Speaking is the most important ability in the process of teaching and learning a foreign language, according to Oradee's statement in Aziz et al., (2017). Speaking, on the other hand, becomes more difficult than writing because speakers have less time to prepare what they will say to their interlocutors. Speakers should not make their interlocutors wait too long for the appropriate response. Few students, however, can communicate fluently and effectively in English. They require time to consider what to say and even what to write down on paper. This occurs as a result of students' limited vocabulary. As a result, when speaking, students must be able to think quickly in order to express themselves. Students are not permitted to review their vocabulary or consult the dictionary for extended periods of time.

Communication in English is unlikely unless students practice speaking English or make it a habit. However, most students nowadays believe that speaking is difficult, which discourages them from trying. In this case, the primary role of the teacher is to pique his students' interest so that they can enjoy learning to speak. In fact, students who are fluent in English are less. When speakers and listeners can understand each other, students must be able to communicate in English. Many things can go wrong at this point.

Misunderstandings can occur when speakers are unable to find the appropriate words to convey due to a lack of vocabulary. In order to communicate effectively, students must be able to speak with others without difficulty.

Communication strategies are required by the speaker in order for the communication to run smoothly. William and Burden in Sener & Balkir (2013) defined that communication strategy as the strategy employed by speakers when they encounter communication difficulties due to a lack of language vocabulary knowledge. Based on this statement, the researcher concludes that communication strategies are used by students or speakers who have limited vocabulary knowledge and are having difficulty communicating in the target language, and they employ a variety of strategies to deal with those communication problems. Tarone and Fauziati (2015) proposed three fundamental criteria for defining a communication strategy. First, the speaker wishes to convey to the listener X's message. Both speakers believe that linguistic and sociolinguistic structures are required to convey message X, but the message is not conveyed. Finally, the speaker decides whether to avoid communication by conveying X or to try another method of communicating X.

Various taxonomies of communication strategies, such as those of Tarone, Faerch and Kasper, Bialystok, Dornyei, and Celce Murcia, have been developed and formulated over time. Celce Marcia et al. identify five communication strategies in Fauziati (2017): 1. Strategies for Avoidance or Reduction (Message Replacement, Topic Avoidance, and Message Abandonment). 2. Compensatory Strategies, which include Circumlocution, Approximation, Use of All Purpose Words, Word-Coinage, Use of Non-Linguistic Means, Literal Translation, Code Switching, Restructuring, and Retrieval. 3. Stalling and Time Gaining Methods 4. Self-Monitoring Strategies, including Self-Initiated Repair and Self-Rephrasing. 5. Interactional Strategies, including Help Requests, Requests, and Responses.

Several studies have been conducted over the last several decades to investigate the various factors involved in communication strategies. Uztosun and Erten (2014) investigated the various communication strategies employed by high and low proficient learners. There were no statistical differences between high and low proficient learners in their findings. While Shokrolahi and Ahmadi (2016) looked into the significant differences between Iranian EFL Learners from different cultural backgrounds (Persian vs Turkish). Their findings revealed a significant difference in the use of oral communication strategies across different cultural backgrounds. Furthermore, Rastegar and Gohari (2016) discovered a significant relationship between intermediate Iranian EFL

Learners' speaking strategies and their attitude toward EFL Learning. The findings revealed a significant relationship between the learners' attitudes toward language learning and their PET scores.

According to preliminary research, SMA Muhammadiyah Program Khusus Kartasura students frequently face linguistic challenges. When the discussion is going on, the students frequently find themselves in the middle of it. When difficulties arise, students always try to find another way to convey the meaning in order for communication to flow smoothly and the message to be understood. Female students are less likely to receive feedback, whether it is praise, assistance, or criticism, and their comments are less likely to be credited, developed, adopted, or even remembered by their peers. They are also more likely to be interrupted while speaking or to have another student respond to questions directed at them. Male students, on the other hand, prefer to make statements rather than ask questions, and even when they know the answer, they use intonation to turn a statement into a question or smiles or averted eyes to accompany their statements rather than more assertive gestures like pointing.

Female students used communication strategies because they were afraid of hesitating too long and forgetting what they wanted to say, resulting in a mistake or error. Male students, on the other hand, experimented with various communication strategies such as miming. They frequently convey their message through gestures. These differences imply that male and female students use different communication strategies. Furthermore, when students tell stories in front of the class, the teacher provides assistance and input. The teacher provides some examples, tips, and tricks for speaking in front of the class smoothly and easily. Like a smile and greeting the audience, relaxing and breathing, using simpler words, asking the teacher or audience what the means of or how do I say, using hand movements, and repeating the words that have been spoken to remember them again. The teacher has unconsciously provided new knowledge about communication strategies to students.

Based on the foregoing, the researcher wishes to investigate the communication strategies used by SMA Muhammadiyah Program Khusus Kartasura students, as well as the possible factors influencing their communication strategies. Because this study will describe the use and potential factors that may be involved in their communication strategies, the researcher has named it:

"A STUDY ON COMMUNICATION STRATEGIES USED BY STUDENTS AT SMA MUHAMMADIYAH PROGRAM KHUSUS KARTASURA"

B. Limitation of the Study

The analysis in this study is limited to students in the tenth and eleventh grader. While the researcher attempted to determine the type of communication strategies used, the differences in communication strategies used by gender, and the potential factors involved in the use of communication strategies used on students as the subject of this research. The data came from students' performances in the form of words, audios, or videos, as well as the interview.

C. Problem Statements

The researcher proposes problem statements based on the study's background, such as what communication strategies SMA Muhammadiyah Program Khusus Kartasura students use. The researcher has proposed the following research questions:

1. What types of communication strategies do students employ?
2. What are the gender differences in communication strategies used by students?
3. What are the potential factors influencing students' use of communication strategies?

D. The Objective of the Study

In relation to the problems discussed above, the goals of the research are as follows:

1. Describe the types of communication strategies used by students.
2. Identify the gender differences in communication strategies used by students.
3. Describe the potential factors influencing students' use of communication strategies.

E. The Benefit of the Study

The researcher believes that analyzing students' communication strategies will be beneficial in conducting this research. The study's significance can be summarized as follows:

1. In theory, the findings of this study should be useful to others who are interested in the same topic. This study is expected to provide overviews and references for future research in the same field to other researchers.

2. Practically, the findings of this study should provide a view and description of how students construct communication strategies when they are having difficulty communicating in class and with one another. The study's findings will also help students better understand the communication strategies used by their peers.