

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an important skill in language learning, it is the key of active communication. Speaking is used by the general people to measure how well someone's ability in acquiring second language, moreover for the professional English teacher or candidate of teacher, speaking has become more important skill to overview ability in second language.

Communication is a continuous process of expression, interpretation and negotiation (Savignon, 1983:8). Communicating successfully refers to passing on a comprehensible message to the listener. Communicating or getting our message across is the concern not only of second language teacher but all of us, in our daily live in whatever language we happen to use (Savignon, 1983:4). Learning how to be better communicators is important to all of us in both our private and public lives. Better communication means better understanding of ourselves and others, less isolation from those around us, and more productive, happy lives.

The ultimate goal of English language teaching is to develop the learners' communicative competence (Rababah, 2002: 1). One of the means to learn a language is to be able to speak and to communicate actively in the target language. There is sometimes a gap between the idea to be expressed and the knowledge of target language as the English Foreign learner. This happens because of their imperfect knowledge of the target language.

To cope with this problem, language learners often use several strategies called as communication strategies. According to Corder (1977) cited by Bialystok (1990:30) communication strategy is a systematic technique employed by a speaker to express his meaning when faced some difficulties. A speaker does not know what the English is for escalator, but she didn't give up, she explained escalator as an electrical stairs. Communication strategy used by the speaker in the illustration is called as literal translation strategy.

Students of English Department of UMS are as foreign language learners, their English are developing. Communication strategies are part of the development of language learning especially in spoken language. Both native and non-native speakers use communication strategies, but non-native speakers use them more frequently. Most of someone's communication strategies develop unconsciously, though assimilation of role models - person we admire and some extend and success experienced in the past (Savignon,1983: 40).

As Savignon said above, the existence of good role model of communication strategy is important to result a communicator. Further, Savignon said that most of the communication strategies developed unconsciously but as language learner, to learn it consciously will be helpful to improve the fluency in delivering idea in speaking. By that reason the researcher is interested in observing the more communication strategies used by students in Speaking III class.

The second reasons which encourage the writer to do research in communication strategies are the problems faced by the students of English

Department when they are speaking. Communication problems among English Department student of UMS are first the lack of vocabulary of the target language, second students' confidential problem, third the different syntactical structure between Indonesian and English language. Due to those problems the writer wants to contribute for the improvement of communication in UMS English Department by conducting research in communication strategy.

Various researches on communication strategies have been done in many universities in Indonesia, such as University of Indonesia and Petra Christian University, but in UMS especially for undergraduate students the research on communication strategies haven't been done. UMS is a university that has an English department major; so it is important to conduct a research in communication strategy for English department student. This research is important, because by knowing various types of communication strategies, we can develop the good communication strategies especially in speaking. Good application of communication strategy enables student to speak fluently, even with limited vocabulary. Besides by knowing the varieties of communication strategies used by students it can be a useful reference for the lecturer to give positive suggestion to the students in speaking development. The writer decided to conduct a research on communication strategies in English department UMS entitled: **COMMUNICATION STRATEGIES USED BY ENGLISH DEPARTMENT STUDENTS OF UMS IN SPEAKING CLASS.**

B. Previous Study

Communications strategies have become popular research in the field of second language learning. One them was done by Belinda Kwok in (1986-1987) entitled *A Study of Communication Strategies Used by Sixth-Form Students in Small Group Discussion*. The study was conducted in Anglo-Chinese secondary school in Hong Kong. The primary objective of the study was to identify the communication strategies used by the students in the course of small group discussion. She used the framework of Pica, Tarone and mainly Keller. The findings in the two small group discussions revealed that the students could make use of different strategies in the course of the discussion to communicate effectively each other. The most common strategy used was the semantic framing strategy while the less popular was expressive strategy. Another finding is there were few misunderstandings in the two discussions.

Another study about communication strategies was conducted by Yusrita Yanti entitled *Conversational Communication Strategies: Conversational Analysis of the Member of English Club at English Literature Department University of Bung Hatta*. The research was conducted in 1997. The focus of this study is the investigation of the strategies used by learners of English in conversation. The subjects of this study were the native speakers of the Minangkabau language (LI) who are learning English. The aims of the study are (1) to describe the strategies which the learners use in communicating in English and (2) to describe the kinds of errors or deviations made by these learners due to the influence of their LI. The recorded data of five cassettes were transcribed and

analyzed by using two frameworks, i.e. David Richard's model (1983) supplemented by Corder's algorithm (1981).

The findings of this study include the following. There are two main strategies, i.e. communication strategies (CS) and avoidance strategies (AS), used by the learners. CS involves the choice of alternatives such as literal translation or transfer, generalizations or overgeneralizations, or redundancy reduction. AS involve the choice of alternatives such as code switching, appeal for assistance, or message abandonment. However, there are errors made by Minangkabau speakers in the transcripts which cannot be systematically explained by the two frameworks. A possible explanation of those errors is proposed at the end of the thesis, i.e. by combining the items in each strategy or the items in both strategies. From those items, it is the negative transfer and generalizations or overgeneralizations which were used by most learners. The negative transfer gives raise the deletions of certain syntactic categories which then lead to errors in the utterances. Generalizations or overgeneralizations cause the additions of certain syntactic categories of English.

The aim of the current study is to describe and to classify various types of communication strategies used by English department student in Speaking III class of Muhammadiyah University of Surakarta. Communication strategies research has not ever been done in this university while it already becomes popular topic in the field of applied linguistics in the other universities. The writer considers that this topic is potential to be developed further to extend the study on second language acquisition, thus this study is the initiative study in

Muhammadiyah University of Surakarta related to the topic of communication strategies. The study uses update framework communication strategies which greatly developed during the last ten years.

C. Problem Statement

The problem of this research paper is related to the communication strategies used by student of English department UMS. The main problem of this reseach is as follows:

What are the types of communication strategies used by students in Speaking III class?

D. Limitation of The Study

This research paper focuses on the variation of communication strategies employed by the students of English Department during speaking session. The subject of the research is the students of Speaking III. The researcher takes four classes of Speaking III as the subject of the research; they are class D, E, F, and G. The data are taken randomly based on the variation of communication strategies used by the students.

E. Objective of The Study

In conducting the study the writer has certain purposes or objectives as the main target to gain in this research paper. The purpose of the study is to describe

the types of communication strategies used by student of English department UMS in Speaking III class.

F. Benefit of the Study

This research paper is expected to give some benefits as follows:

1. Practical benefits

- a. For the lecturer, this study shows the problem that student face in communicating their ideas through speaking. As the result, this study can be a reference for the better teaching speaking.
- b. For the student, it shows the varieties of communication strategies used by them; therefore it shows what kinds of communication strategies are suggested to maintain the conversation.

2. Theoretical benefits:

Study on communications strategies has therefore a feedback to both descriptive linguistics and second language acquisition. The research needs some field observation to look for the communication strategies used by student, thus this study provides the real picture of communication strategies in Speaking III class. This study functions to provide suggestion related to teaching learning process and the development of speaking lesson and teaching speaking in this university.

Communication strategies have become popular research in the field of language learning and second language acquisition, but in UMS especially for undergraduate student this research has not caught so much attention. Thus, this

research hopefully becomes the initiate research for communication strategies in UMS. Moreover it enriches the insight of student of teacher training and education faculty about this topic.

G. Research Paper Organization

The outline of this research paper is arranged systematically. The following research paper organization consists of five chapters and each chapter is sub divided into further divisions. In brief the research paper organization can be arranged as follows:

Chapter I contains background of the study, previous study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II consists of underlying theory. This chapter deals with theories of communicative competence, theories of communication strategies, and taxonomies of communication strategies.

Chapter III is research method. It covers type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV describes data analysis and discussion. It consists of description of data, analysis of data, and discussion.

Chapter V is conclusion and suggestion. In this part the writer concludes the result of the whole research and gives suggestion related with the result.