CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language for Indonesians and for most of them, it is a foreign language which is very important to be mastered. It can be seen that many schools from pre-schools to universities provide English as one of the subjects to be learned by students. The primary goal of English Language Teaching (ELT) is to develop the students' communicative competence in which the students are expected to be able to communicate messages in various of communicative situation especially in spoken form.

Thus, communicative competence has five components, namely grammatical, sociolinguistic, discourse, and strategic competence (Canale and Swain (1980), and another component is actional competence (Celce-Murcia (1995). Communicative competence can be reached by the learner in a speaking class where the learners are equipped with five communicative competences so that they are able to deliver the message to the interlocutors in many ways, to compensate for the gaps between what they intend to express. That is the reason why speaking skill must be considered by foreign language learner to be learned. In addition, Bailey and Savage (1994: vii) in Fauziati (2010: 15) state that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills". So, speaking cannot be seen as an easy task to be learned but vice-versa, it is a formidable one.

Furthermore, the researcher is aware that speaking skill is a challenging task for English learners. Thus, it has leaded her to observe on several problems when the Indonesian English learners communicate in English. She has observed on the Indonesian English learners in various proficiency levels, from basic to advance level. Most of them feel difficult to speak English as their foreign language. Although they are taught in a speaking class, they do not seem having an intention to speak in English. They keep speaking in Bahasa Indonesia and only few English words to be spoken by them. Basically, it is caused that speaking is not only about "to speak", but also how a speaker gives feedback to her speaking partner during a conversation in her foreign language spontaneously. Besides, limited knowledge of English can make them difficult to express the intended message in their conversation.

To overcome the previous problem, a strategy must be applied in speaking class whether to overcome the lack of learners' speaking skill or to develop learners' speaking skill. A strategy must be applied to help the learners in reaching their goal in learning English speaking skill, it is, to communicate effectively in a real communication. Thus, communication strategies can be taken as a consideration as strategies to overcome the problems above, helping the learners to ease their real communication. "With reference to speaking, strategic competence points out the ability to know how to keep a conversation going, how to terminate the conversation, and how to

clear up communication breakdowns and comprehension problems" (Shumin, 1994) in (Yaman, Irgin, and Kavazoglu, 2013: 1).

In addition, Felix (in Tarone, 1981: 63) in (Fauziati, 2010: 167) maintains that "Communication strategies may viewed as attempts to bridge the gap between the linguistic knowledge of the second language leaner and the linguistic knowledge of the target language interlocutor in a real communication". Even more, Cohen, Weaver and Li (1998) claimed the use of strategies in communication raises learners' language awareness and solves the interlocutors' potential communication problems. Dörnyei (1995) asserted that communication strategies develop learners' oral proficiency. "It is believed that learners' communicative skills can be improved by developing strategies for communication" (Yaman, Irgin, and Kavazoglu, 2013: 256).

Fauziati (2010: 167-168) states that, "communication strategies refer to strategic competence." Thus, there are four components of communicative competence according to Hyme (1983) in Fauziati (2010: 168), namely:

- Grammatical competence (accuracy)

- Sociolinguistic competence (appropriacy)

- Discourse competence (fluency)

- Strategic competence (vocabulary mastery)

Furthermore, based on the problems which have been discussed, the researcher is interested in conducting research focusing on communication strategies used by eighth grade students in developing their English speaking skill at SMP N 1 Surakarta year 2014/ 2015. The first reason, the researcher

would like to observe the communication strategies used by the eighth grade students in speaking class. Furthermore, the researcher would like to contribute for the improvement of students' speaking ability by conducting this research, because, technically, conducting this research means the researcher socializes the communication strategies for both teachers and students who might not know about the existence of communication strategies.

There are many studies related to the development of speaking ability, but, they are not concerned with the communication strategies in developing speaking ability. Besides, to know more about the specific classification of the communication strategies can be very useful for learners in their speaking skill development.

B. Limitation of the Study

This research only focuses on the types of communication strategies in developing speaking skill used by the eighth grade students at SMP N 1 SURAKARTA based on Tarone's theory in 2014/ 2015 academic year.

C. Problem Statements

The problems of this study are formulated as follows:

1. What are the types of communication strategies used by the eighth grade students in speaking class at SMP N 1 Surakarta?

2. What is the dominant type of communication strategies used by the eighth grade students in speaking class at SMP N 1 Surakarta?

3. What are the functions of the communication strategies used by the eighth grade students in speaking class at SMP N 1 Surakarta to develop their English speaking skill?

D. Objectives of the Research

This research is aimed at describing:

1. the types communication strategies used by the eighth grade students in speaking class at SMP N 1 Surakarta.

2. the dominant type of communication strategies in developing English speaking skill of the eighth students at SMP N 1 Surakarta.

3. the functions of communication strategies used by the eighth grade students in speaking class at SMP N 1 Surakarta.

E. Significances of the Study

The benefits of the study can be divided into two benefits, they are:

1. Theoretical Benefit

The result of this research may enrich the study of communication strategies.

2. Practical Benefit

The practical benefits can be divided into two sub-practical benefits, they are:

a. For the teachers

In this research, the researcher gives information and explanation of communication strategies used by students, hence, teachers can choose the appropriate teaching speaking method related to the differences strategies which are used by the students. Besides, the teachers can know communication strategies deeper which can be socialized to their students.

b. For the students

In this research, the researcher shows the classification of communication strategies, in other words, the researcher gives a deep explanation of communication strategies which can be read by the students so that they can know deeper, and apply them in order to develop their speaking skill.

F. Research Paper Organization

The researcher will organize this paper into five chapters which are divided into some sub-chapters. The five chapters can be read as follows:

1. Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

2. Chapter II discusses related literature. It is related to the previous study and underlying theory.

3. Chapter III present the research method. It presents type of the research, subject and object of the research, data and data source, method of collecting data, and method of analyzing data.

4. Chapter IV consists of finding and discussion. The research finding elaborates the types of communication strategies used by students, dominant type of communication strategies, and the function of communication strategies used by students in developing their speaking skill.

5. Chapter V is the last chapter. It deals with conclusion and suggestion.