CHAPTER I
INTRODUCTION

A. Background of the Study

English department in UMS is developing English lesson to produce the graduate that are competent, respectable, experienced, skillful and trained. English department in UMS makes students to be professional English teacher that Islamic and insightful global. English is an important language for students of English Department because it's always used as language's instruction in most of subject in learning process. Some students may have better communication abilities but some students may not.

Speaking is one of four language skills, which is basic function of languages as communication instrument. Speaking is an important skill in communication. Most of people in the world use speaking skill to communicate with other people every day. As students in English Department, speaking has been more important skill than other. Tarigan (1990: 3-4) defines that "speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned."

Saturday English Gathering (SEGA) has been held since 2004, it is an organization that consists of students of English department in UMS. There are several aims of SEGA, they are: producing the professional personnel that is competent in English, and producing the professional personnel that can develop and apply their knowledge. Saturday English Gathering (SEGA) is not only conducted in campus but also in outing class to Prambanan and held every year. In Prambanan the students can practice with tourists immediately. Together with lecturers and the English Education Students Department (EDSO), this event should be done thoroughly and without any meaningful difficulty. SEGA train them to develop their skill in English, especially speaking. So, it is important to conduct a research in communication strategies for students of SEGA.

Communication is deeply rooted in human behaviors and societies. Communication is one of ways to socialize to other people around us. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Rubin and Thompson (1994: 30) in Fauziati (2010: 166) state that "It is through communication that people send and receive messages effectively and negotiate meaning". Crystal and Varley (1993: 4) in Bloomer (2005: 15) state that "Communication is the sending and receiving of messages. It refers to any message, not just the highly structured symbolic messages of language". Good communication means that understanding of our messages and the others. So that we must understanding what people try to say.

According to Ellis (1994) in Wei (2011: 13), "Communication strategies (CSs) are what learners use to overcome the inadequacies of their interlanguage resources". Communication strategy is a way that people usually use to maintain their speech to other. According to Fauziati (2010: 176), "A communication strategy is one of the components of communicative competence". Many people use communication strategy because there are some benefits, such as increase their vocabularies and self-confidence. Fauziati (2010: 177) said that "Practice in communication strategy can be combined with activities to aid the development of learners' vocabulary". It means that the learners must be active to practice speaking foreign language to develop their vocabularies. Even sometimes they do not realize that they apply certain CS in their conversation, for example:

Y: What do you do every Sunday?
X: Every Sunday I … **lari-lari**. . . **jogging** in the park.

From the example above, it can be seen that X tries to maintain the communication by switching the L2 with her/his L1. It means that he/she applies a communication strategy by Celce-Murcia, et al.'s. He/She use code switching to L1.

The example of SEGA program when they practice the conversation:

> Hand phone is a modern electronic. With hand phone aaa we can aaa call anyone, send messages, **and** aaa… **and** aaa... listen music, etc.

The student repeats some words or phrases to hold the floor while they are thinking. It means that the student use stalling or time-gaining strategies in the form of repetition in Celce-Murcia, et al.'s Taxonomy.

This research is important, because we can know the types of communication strategy that students used and we can develop the good communication strategies especially in speaking. The writer decided to conduct a research on communication strategies in students of SEGA in UMS entitled: **STRATEGIES IN COMMUNICATION USED BY ENGLISH DEPARTMENT STUDENTS IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A CASE STUDY IN SATURDAY ENGLISH GATHERING (SEGA) PROGRAM.**

B. Research Question

The problems of this research paper are related to the Communication Strategies used by students of SEGA. The main problem of this research is as follows:

1. What are the types of Communication Strategies used by students in speaking session in SEGA program?
2. How many times is each type of Communication Strategies used by students in speaking session in SEGA program?
3. What is the dominant type of Communication Strategies used by students in speaking session in SEGA program?

C. Scope of the Study

The scope of this research is as follows:

1. Subject

The subject of this study is fourth semester students of Saturday English Gathering Muhammadiyah University of Surakarta in 2015 period. The researcher takes three groups with thirty students as the subject of the study. The writer took students of SEGA because SEGA train them to develop their skill in English. Sometimes they practice speaking English with the instructor or their friends in that group.

2. Object

The object of this study is communication strategies used by fourth semester students when they were speaking English in Saturday English Gathering Muhammadiyah University of Surakarta in 2015 period. The writer researches the utterances used by students of each SEGA groups that included of communication strategies.

D. Objective of the Study

The purpose of the study is stated as follows:

1. To find out the type of Communication Strategies used by student of SEGA in conversation.
2. To figure out the most frequent Communication Strategies used by student of SEGA in conversation.
3. To know the dominant type of Communication Strategies used by students in speaking session in SEGA program.

E. Significance of the Study

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

1. Practical Significance
   a. For the lecturers, this study can be a reference for the better teaching speaking and develop another skill or ability how to make a good communication with students.

b. For the students, it shows the kinds of communication strategies used by them.

c. For the readers, the result of this research will give some references and knowledge about communication strategies is suggested to maintain the conversation.

2. Theoretical Significance

The result of the study may give some information about kinds of communication strategies used to people every day and as a reference to other researchers who want to study about communication strategies.

F. Research Paper Organization

This research paper is arranged systematically. There are five chapters and each chapter is sub divided into further divisions. The writer sets up the order of the research paper as follows:

Chapter I is Introduction; which consists of background of the study; problem statement; scope of the study; objective of the study; benefit of the study; and paper organization.

Chapter II is Review of the Related Literature. In this chapter the writer presents the previous study, and theories related to this study; they are communication strategy theories, and taxonomies of communication strategies.

Chapter III is Research method. This chapter deals with the research method covering of type of the research, subject of the research, object of the research, data and data source, techniques of the collecting data, and techniques of data analysis.

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

Chapter V is Conclusions, Pedagogical Implication, and Suggestions. In this part the writer conclude the result of the research and gives suggestion related with the result.